DOCUMENT RESUME

ED 257 982 CE 041 647

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TITLE	Influence Legislation. Module CG B-1 of Category B--Supporting. Competency-Based Career Guidance Modules.
INSTITUTION	American Association for Counseling and Development, Alexandria, VA.; American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; American Vocational Association, Inc., Arlington, Va.; Missouri Univ., Columbia.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO	ISBN-0-934425-07-8
PUB DATE	85
NOTE	305p.; For other modules in the Competency-Based Career Guidance Series, see CE 041 641.
AVAILABLE FROM	Bell and Howell Publication Systems Division, Old Mansfield Road, Wooster, OH 44691-9050.
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051)
EDRS PRICE	MF01/PC13 Plus Postage.
DESCRIPTORS	*Career Guidance; Competence; Competency Based Education; Counselor Training; Evaluation Methods; *Guidance Programs; *Inservice Education; Learning Activities; Learning Modules; *Legislation; *Lobbying; Planning; Policy Formation; *Political Influences; Political Issues; Political Power; Postsecondary Education; Program Development; Program Improvement; Public Policy; Resources

ABSTRACT

This module is intended to help guidance personnel in a variety of educational and agency settings understand and use the provisions of existing state and Federal legislation, regulation, and other public policy in strengthening their role and function, and to influence pending legislation. The module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. Patterned after the Performance Based Teacher Education Modules developed at the National Center for Research in Vocational Education, the modules teach competencies for planning, supporting, implementing, operating, and evaluating guidance programs. The module follows a standard format that includes the following components: (1) an introduction that gives the user an overview of the purposes and content of the module; (2) a section that provides information about the module goal and a list of the competencies covered in the module; (3) a reading containing information on each of the competencies; (4) learning experiences consisting of an individual activity, individual feedback, and a group activity; (5) evaluation techniques that can be used to measure what workshop participants need prior to training and what they have accomplished through training; and (6) an annotated list of resources. Topics include analyzing laws and regulations, utilizing available legislation, preparing and/or influencing legislation, and other lobbying activities. Appendixes contain descriptions and an analysis matrix of selected Federal laws; a case study of guidance-related legislation; a legislative/political action performance contract; an exercise on bill writing, counseling and guidance program components; and samples of Federal laws, rules and regulations, hearing record, and application for assistance. (KC)

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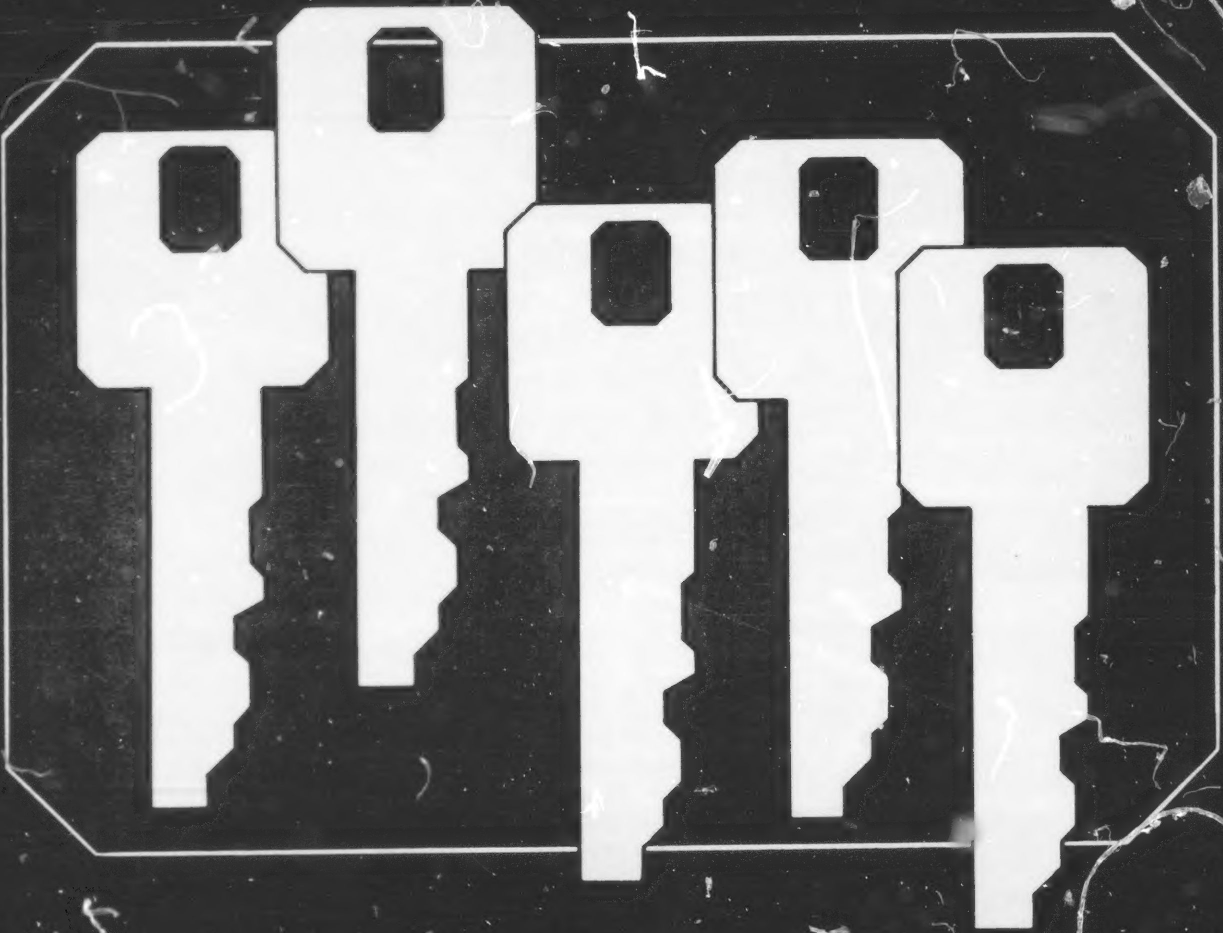
Influence Legislation



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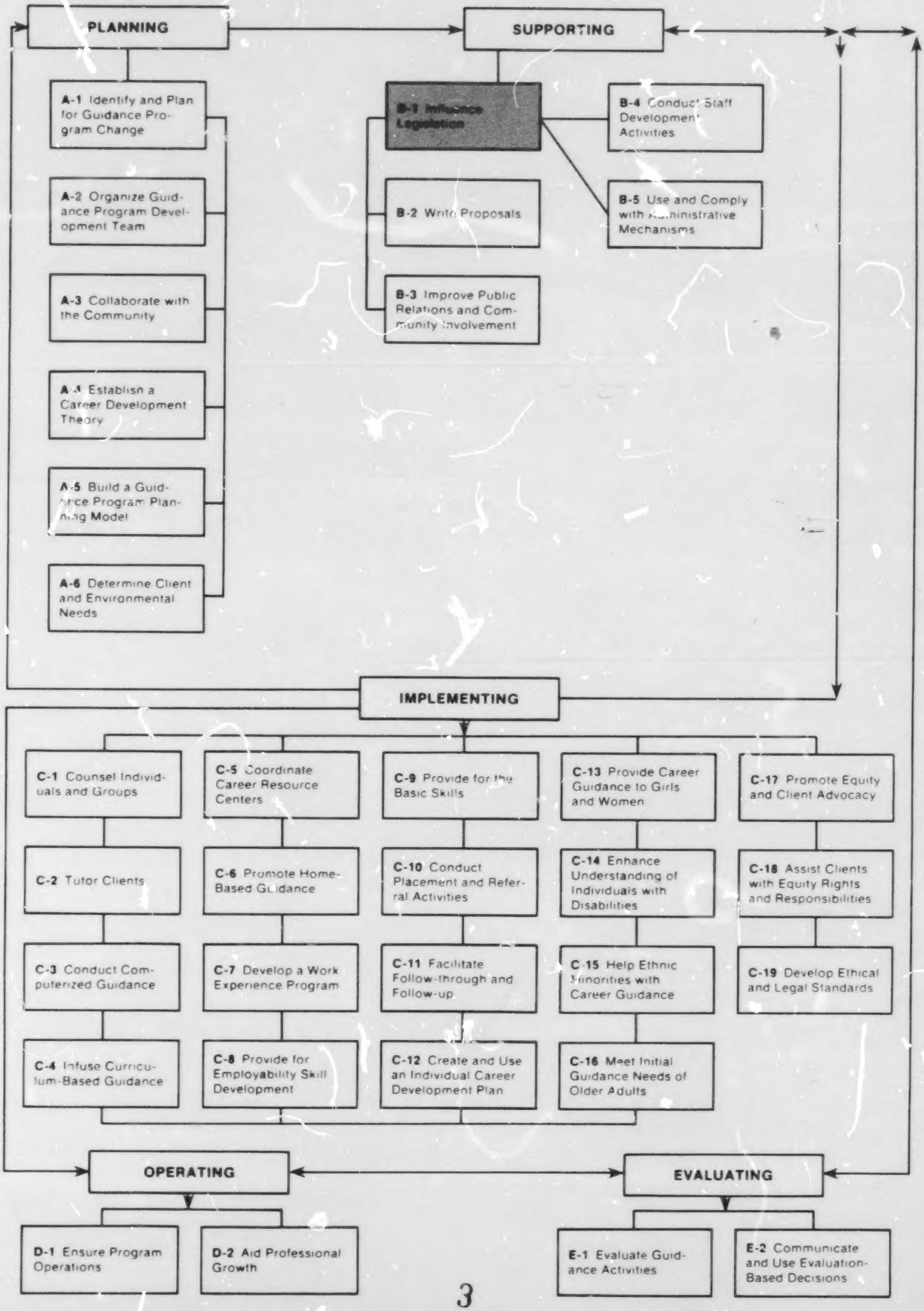
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Influence Legislation

MODULE
CG
B-1

Module CG B-1 of Category B — Supporting
Competency-Based Career Guidance Modules

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1985

ISBN 0-934425-07-8

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Old Mansfield Road, Wooster, Ohio 44691-9050. 1-800-321-9881 or in Ohio call (216) 264-6666.

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FOREWORD

This counseling and guidance program series is patterned after the Performance-Based Teacher Education modules designed and developed at the National Center for Research in Vocational Education under Federal Number NE-C00-3-77. Because this model has been successfully and enthusiastically recieved nationally and internationally, this series of modules follows the same basic format.

This module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. The competencies upon which these modules are based were identified and verified through a project study as being those of critical importance for the planning, supporting, implementing, operating, and evaluating of guidance programs. These modules are addressed to professional and paraprofessional guidance program staff in a wide variety of educational and community settings and agencies.

Each module provides learning experiences that integrate theory and application; each culminates with competency referenced evaluation suggestions. The materials are designed for use by individuals or groups of guidance personnel who are involved in training. Resource persons should be skilled in the guidance program competency being developed and should be thoroughly oriented to the concepts and procedures used in the total training package.

The design of the materials provides considerable flexibility for planning and conducting competency-based preservice and inservice programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities, state departments of education, postsecondary institutions, intermediate educational service agencies, JTPA agencies, employment security agencies, and other community agencies that are responsible for the employment and professional development of guidance personnel.

The competency-based guidance program training packages are products of a research effort by the National Center's Career Development Program Area. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, and refinement of the materials.

National consultants provided substantial writing and review assistance in development of the initial module versions; over 1300 guidance personnel used the materials in early stages of their development and provided feedback to the National Center for revision and refinement. The materials have been or are being used by 57 pilot community implementation sites across the country.

Special recognition for major roles in the direction, development, coordination of development, testing, and revision of these materials and the coordination of pilot implementation sites is extended to the following project staff: Harry N. Drier, Consortium Director; Robert E. Campbell, Linda Pfister, Directors; Robert Bhaerman, Research Specialist; Karen Kimmel Boyle, Fred Williams, Program Associates; and Janie B. Connell, Graduate Research Associate.

Appreciation also is extended to the subcontractors who assisted the National Center in this effort. Drs. Brian Jones and Linda Phillips-Jones of the American Institutes for Research developed the competency base for the total package, managed project evaluation, and developed the modules addressing special needs. Gratitude is expressed to Dr. Norman Gysbers of the University of Missouri-Columbia for his work on the module on individual career development plans. Both of these agencies provided coordination and monitoring assistance for the pilot implementation sites. Appreciation is extended to the American Vocational Association and the American Association for Counseling and Development for their leadership in directing extremely important subcontractors associated with the first phase of this effort.

The National Center is grateful to the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) for sponsorship of three contracts related to this competency-based guidance program training package. In particular, we appreciate the leadership and support offered project staff by David H. Pritchard who served as the project officer for the contracts. We feel the investment of the OVAE in this training package is sound and will have lasting effects in the field of guidance in the years to come.

Robert E. Taylor
Executive Director
National Center for Research
in Vocational Education

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FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
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The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Providing information for national planning and policy.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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ABOUT THIS MODULE

INFLUENCE LEGISLATION

Goal

After completing this module, the career guidance program personnel will have gained knowledge and skills to better understand and use the provisions of existing state and federal legislation, regulation, and other public policy in strengthening and expanding their professional role and function. Personnel will also gain knowledge and skills necessary to shape and influence relevant pending and future legislation, regulations, and public policy.

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Competency 3. Develop written materials (such as concept papers, draft bills, briefing sheets, letters, and mailgrams) and prepare and deliver oral presentations (such as briefing sessions and testimony) that are clear, concise, persuasive, and based on solid facts rather than emotions, and follow proper format for the intended audience(s) 9

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INTRODUCTION

The federal and state governments--in all branches--are increasingly enacting or modifying legislation and making decisions that have broad impact on the delivery of career guidance programs. It is clear that the various branches of state and federal government recognize the importance and worth of these guidance programs in our society.

A crucial need is for guidance personnel to understand and effectively shape and use the various legislative provisions, regulations, and mandates for services. Toward this end, the relevant provisions of selected federal and state legislation affecting career guidance programs have been identified and analyzed in this module. The focus is on becoming familiar with significant legislation, who is involved and how the legislation is shaped and implemented, how the legislation impacts your jobs, as well as how you can alter the legislation and best use it in your daily work. Also presented in this module is information about ways in which the executive and judicial branches of government make decisions that affect your guidance role.

The message of this module should be very clear--legislation, regulation, and other public policy are having a significant effect on career guidance programs and practice. If practitioners are to use these actions in the best interests of those they serve, it is vitally important that they come to understand thoroughly what's happening, how it happens, how it can be shaped or otherwise influenced, and what is being mandated or made available in order to best strengthen and expand career guidance programs. Completion of the training described in this module will better equip you with necessary knowledge and skills to have a significant positive impact on and to make use of existing and future legislation and regulations affecting the quality of guidance in this country.

Through completion of the module you should also learn that solving the guidance legislative puzzle can be stimulating, intriguing, and--most of all--rewarding!

Analyze Laws and Regulations

Competency 1

Analyze federal, state, and local laws, regulations, and policy guidelines in which provisions affecting career guidance are found, and state the implications of these provisions for career guidance programs.

A substantial number of federal and state laws, regulations, and policy guidelines affecting the delivery of guidance programs have been adopted in recent years. It is also clear that similar legislation and regulation can appear to be overwhelming. On the one hand, fiscal resources are made available, while on the other hand, real or imagined constraints (e.g., use of records, due process, equal opportunity) are placed on practitioners and agencies/institutions.

How the legislative/political system works, what the legislation and regulation says, how to use it, what it provides, and how to make an impact on it when you do not agree with the various provisions or would like to provide for new, more responsive provisions can be very confusing. Rest assured that you can develop the required coping/influencing behaviors.

The first, and most important, step in this entire process is to become familiar with what the legislative cycle is and what its implications are for practitioners and those they serve (target populations). An analysis of representative federal laws (appendices 1 and 2) affecting the profession and particularly career guidance programs has been prepared to help practitioners along. Take time now to review these important appendices. Notice that appendix 1 summarizes 16 federal laws affecting the field of career guidance. These summaries condense many pages of specific legislative provisions into understandable language. Appendix 2 presents a quick reference legislative matrix designed to help you easily identify federal legislation for your career guidance program. It is organized so that you can identify which of the 16 federal laws in appendix 1 have specific provisions related to the needs of your guidance program.

Information on how these analyses were prepared and what information is presented is provided in the introduction to each appendix. Note that the state and federal laws will occasionally overlap or conflict in their provisions (a good example is in the area of pupil records legislation). When this happens, it is very important to know which provisions prevail. Also note that in studying these analyses, not all titles of laws (or regulations) affecting guidance will necessarily have the word "guidance" in them. The law's title does not always give an immediate clue as to its applicability.

Appendix 3 contains a particularly helpful resource--a case study of how federal and state legislation can influence guidance programs at local community levels in one state (California was selected, only for illustration purposes). The case study is divided into two parts. The **first** section offers a look at how the legislative provisions of 16 federal laws (as presented in appendices 1 and 2) flow to that state (California) and how those provisions eventually reach the citizens of that state. This overview section also outlines the process used in implementing state legislation. Descriptions of some California laws that relate to career guidance are included as examples of how a state has responded to local needs in this field.

The **second** section takes the above information and shows how a hypothetical community team, through some trial and error, finds ways of making legislative resources work for its guidance program. Included is an outline of the steps taken by this team, legislative and other resources the team decided to use or reject, and a description of how those resources supported its guidance program.

This two-part case study is designed to illustrate how federal and state legislation and regulations can be utilized by local practitioners in any state. The enabling language provided in, and/or the funds authorized by, legislation reviewed in this case study might not be the same as the resources available in your state, but the process outlined in this illustration will give you ideas about how to track down the best help available for your community.

Copies of federal legislation and related regulations are usually available through a representative to Congress. Congresspersons have "home offices" located in their districts. Frequently, this office is listed in the local telephone directory and a call regarding a request should bring prompt results. This will have two direct benefits--the first being delivery to you of the requested materials and the second alerting the congressperson to a particular interest of yours. Somewhat similar steps can be followed to obtain copies of relevant state legislation/regulations. You can contact your local representative to the state assembly/legislature, or since most state capitols have a legislative reference library, you can direct your copy requests to it. It is important for you to obtain personal copies of legislation and regulatory provisions in which you are interested. You can then "mark up" these copies using, for example, the analyses provided in appendices 1 through 3 to highlight key provisions.

Identify and Involve Individuals

Competency 2

Identify and involve all individuals and groups (including supporters and opponents, individual lawmakers, their staffs, and lawmaking bodies such as Congress and state legislatures) that should have input into an organization's legislative activities, organize groups as need, and obtain consensus and commitments from participants at each stage of the activities.

It is at this point that the first critical steps are made toward having an impact on present and future legislation/regulations that affect the career guidance profession. This involves formation of an organization and structure for the mobilization of people and resources to "influence" legislation. Organizations with primary interest in career guidance programs such as the American Association for Counseling and Development (AACD) and the American Vocational Association (AVA)--particularly AVA's Guidance Division--have developed sophisticated government relations networks for the purpose of shaping guidance-related legislation/regulations.

In their introduction to AACD's handbook on government regulations, Heddesheimer and Erpenbach (1979) comment on these evolving networks:

> In 1974 . . . the organization had made a number of outstanding achievements in government relations. But despite this, we were still struggling to educate the membership on the value of being politically active and aware and to help them develop needed skills in the legislative and governmental arena. Now, five years later a great deal has happened within the profession and the country that has resulted in a greater sophistication in government relations on the part of the members. In addition to working for the perfection and/or passage of various legislation affecting the profession, counseling and guidance or personnel services specialists are running for and being elected to state and local offices.
>
> The increased legislative and political action skills have come about by necessity . . . California's Proposition 13 fever has resulted in increased awareness of the importance of

> knowing how to build a case for maintenance of career guidance programs in the face of possible funding cuts. The licensure movement has helped its members . . . to see that professional identity and integrity require formal recognition and acceptance by state legislation. In times of tight money, tapping into federal and state funds through grants has become a necessity. Procurement of those funds requires awareness of pertinent legislation and regulations and capacity to influence pending provisions.

The identification, organization, and mobilization of "people power" can indeed have a direct impact on the formulation of legislation. This particular competency is directly related to initiating or influencing new legislation. The process is largely one of organization and communication--getting appropriate individuals and interested groups involved in the idea, then pursuing a logical sequence of steps to achieve the overall goal.

At this point, you should be sensing a sequential flow of events leading to your acquiring the necessary knowledge and skills to impact federal and state legislative/regulatory provisions affecting our profession. We are moving from a basic acquaintance with the laws and regulations to organizing for impacting them through mobilization of resources, personnel, and energy.

Develop Written Materials

Competency 3

Develop written materials (such as concept papers, draft bills, briefing sheets, letters, and mailgrams) and prepare and deliver oral presentations (such as briefing sessions and testimony) that are clear, concise, persuasive, and based on solid facts rather than emotions, and follow proper format for the intended audiences.

In this third competency area, we enter an arena frequently characterized as "lobbying." That one must be thoroughly prepared (for just about anything) when presenting his or her ideas as well as objectives is illustrated by the following article from the *New York Times*, demonstrating the power of well-organized lobbying.

SPECIAL INTERESTS, POLITICS INVOLVED

HOW ONE LINE MADE WAY INTO BUDGET

by Steven V. Roberts
New York Times

WASHINGTON--The rumors started spreading in mid-November: President Carter's budget for 1980 would cut deeply into spending for higher education. By early December, a copy of the budget had leaked out and the rumors were confirmed. One program, National Direct Student Loans, would be "zeroed out," dropped entirely.

Immediately, Charles Saunders swung into action. As vice president of the American Council on Education, he is the point man in Washington for the massive education lobby, and he knew time was short. Within days the lobby had written to the president, held a press conference and called on its friends all over the country to bombard the administration with protests.

Saunders and his friends played a small part in a long-running drama that ended yesterday when the federal budget was submitted to Congress. The Direct Student Loan Program was listed for $220 million, down $90 million from last year.

The story of how that one line made its way into the budget tells a lot about this arcane process of budget-making. In a year of extremely tight restraints, it shows how even a sacred cow can get chopped up. But it also shows how hard it is to make major budgetary changes in the face of powerful political loyalties and special interests.

First enacted in 1958, the direct loan program gives money to colleges and universities which then chip in 10% in their own funds and lend the cash to needy students at 3% interest. In the mid-60's another program, guaranteed student loans, was added. Those loans are made directly by private banks, with the government protecting the lender against default and subsidizing the interest rate.

Many subsequent administrations have pointed to the wasteful overlap of the two programs and tried to drop direct loans, but they have failed for two reasons. Private banks are not eager to lend money to the poorest students, and direct loans, according to some educators, are needed to fill the gap. Moreover, direct loans are a very popular program among traditional liberals on Capitol Hill, particularly Rep. Carl Perkins, D-Ky., who helped write the loan program and who now heads the Education and Labor Committee.

Last spring, the Office of Education started looking around for ways to cut its budget, and in June it proposed this formula: new legislation to improve guaranteed loans, no new money for direct loans. The top management in the Department of Health, Education and Welfare, reflecting the "get-tough" attitudes of the White House, were sympathetic. They wanted colleges to "clean up their act" and collect more overdue loans from deadbeat students, but they also recognized political reality.

Over the summer emissaries from Capitol Hill and the education lobbies told department planners that they would have "immense problems" if they tried to slice direct loans. Besides Carter had just promised more help for middle-income college students as a way of heading off the popular tuition tax-credit plan. Cutting loans at this time was just bad politics.

Before you can successfully develop appropriate written materials, it is very important to learn how to get your message across. The following points taken from AACD's *Government Liaison Worker Handbook* are illustrative (Heddesheimer and Erpenbach 1979, pp. 123-125):

Points to Consider When Writing To a Member of Congress

The response often given to the suggestion that letters be written to Congresspersons is, "Why should I bother. I am sure that it will have little effect on his/her opinion." Nothing could be further from the truth. Congresspersons and their staffs pay careful attention to their mail, as it forms the major body of public and voter sentiment on pending congressional activity.

Many persons find it difficult to know how to communicate with their Congressperson; therefore, form letters with identical wording and petitions are often used. However, most legislators give little weight to such approaches. They know that such responses usually come from disinterested persons who are only acting on behalf of a political action group.

The type of letter that is most appreciated and helpful is one that is carefully thought out and yet represents an individual's point of view concerning the bill or legislative matter that is being considered. The point of view should have a personal ring to it. It should explain how the measure will benefit the writer or the community. This is particularly important in letters from a constituent (a person in the Congressperson's district). Since everyone does not have the same bases of information or experience, letters should have clarity and simplicity, yet at the same time reflect respect for the intelligence of a Congressperson and his/her staff. Be sure that you refer specifically to the bill under consideration by its title and number. When this information is not available, be as detailed as possible to enable the member of Congress to identify your interests and relate them to legislation.

Almost all Congresspersons answer their mail. In many cases when the initial letter is simply one of support, the member of Congress will merely thank you for your interest and "pledge his/her consideration of the matter." This may be of little help to you in knowing clearly the Congressperson's position on the matter. Therefore, in your letter you may wish to ask for specific information, that is, precisely how s/he stands on the issue, how s/he feels towards it success, and if s/he proposes to support or oppose it. In some cases to get full satisfaction, you may need to write more than one letter.

Timing is an important matter if you want to affect the decision making of a Congressperson, since s/he may have to commit himself/herself to a position long before the bill will come to a vote on the floor of the Congress. For this reason, a large volume of mail on the day before a bill comes to vote may be of very little value. You will exert a much greater influence by writing as early as possible and continuing to correspond with the Congressperson as the bill progresses.

Congresspersons are used to getting letters criticizing them for actions they take. The public often assumes that there is no point in corresponding if things are good. However, one of the greatest rewards a Congressperson can get and one that is perhaps cherished the most is a simple letter thanking her/him for the job s/he is doing.

Since many organizations to which you belong will be interested in following the development of a particular piece of legislation in the Congress, it is important that you let them know of your correspondence with the Congressperson and her/his position on the matter. This can usually be done most easily by forwarding blind carbon copies of the correspondence to the organization. This is a common practice and it is not frowned upon.

Remember, Congresspersons are elected officials, and therefore, their actions must reflect their constituents' needs. You will find that your influence is much greater than you ever anticipated.

Address your letters as follows:

The Honorable John S. Doe
U.S. Senate
Washington, DC 20510 (Dear Senator Doe)

The Honorable Jane R. Smith
House of Representatives
Washington, DC 20515 (Dear Ms. Smith)

The drafting of testimony or position papers to support stances that you wish to take can be more demanding. However, you can use the following outline to simplify the process and provide sufficient structure to your work (Heddesheimer and Erpenbach 1979, p. 131):

Guide to Writing Testimony

CHARGE: What is your task or what is the problem you are trying to address?

WRITING OUTLINE:

Purpose 1. What should be in the purpose(s) of this legislation?

- Reflective of change (futuristic?) in the profession?
- Immediate and long term?
- For whom--counselor or client?
- Theoretical or practical?
- What are we trying to accomplish?
- Training or practices?

Value

2. What would be the value of this legislation?

- Intrinsic?
- Extrinsic--pervasive, improve social milieu, etc.?
- Altruistic?

Focus

3. What should be the focus of this legislation?

- Omnibus?
- Delimited (e.g., retraining, to create an office of human relations development to administer counseling and guidance provisions of existing legislation)?
- Types of foci

Methodology

4. What methodology can you suggest for developing this legislative proposal?

- Needs assessment
- The process of formulation?

Forces

5. What inhibiting and contributing forces can you identify?

- Congressional climates
- Availability of personal and fiscal resources
- Staff availability from your organization?
- Political climate within your organization?
- Can uniform support of your organization be obtained?

Implementation

6. What implementation strategies can you suggest?

You should now be ready to move to the next major step not only in utilizing legislation, but also in being more proactive by shaping legislation. This next step involves monitoring and tracking legislation and related activities. For some additional reading in this area, you may want to review pages 44-48 in AACD's *Government Liaison Worker Handbook* (Heddesheimer and Erpenbach 1979).

Monitor and Describe Legislative Activities

Competency 4

Monitor and describe exactly what is happening to your legislative activities at each stage of the legislative process, and describe what remains to be done to ensure that your goals are met.

Having initiated some action with regard to influencing legislation does not mean that your job is done. The next major task is to keep track of exactly what is happening to the legislation that you are trying to help shape. This will allow you to mobilize additional support as may be necessary and determine what needs to be done and when to ensure that your goal is met. This very often involves creation of a "communications tree."

A good example of how to create and operate an effective legislative network or "communications tree" is presented in AVA's *Legislative Kit* (Bottoms, Griffin, Kroll, and Phillips 1978, pp. D1-D4).

AVA Legislative Network

The most effective way of influencing both federal and state legislation related to vocational education is to have coordinated involvement of interested, informed members at local, state, and national levels. Due to the size and complexity of the nation, a network of individuals throughout the country is needed to communicate information in several directions--to and from state capitals, to and from Washington--so that maximum communication and action can occur.

Purpose

The purpose of the AVA Legislative Network is to serve as a communications and action vehicle on legislation among local, state, and national levels. Specifically, the Network:

1. identifies issues of concern to the states and to AVA members that may be resolved through legislative action;
2. allows AVA members to tell the AVA Headquarters office and the Board of Directors what issues are of concern to them at the local and state levels;
3. transmits timely information on legislative activities affecting vocational education, including alerting AVA members when there is a need for them to become involved in legislative action;
4. provides a vehicle for friends of vocational education, such as business, industry, parents, etc. to participate in influencing legislation and policy for vocational education;
5. encourages communication with other elements of the educational community and society in general who are interested in vocational education and whose support is vital to the success of a legislative program;
6. influences lawmakers to respond favorably to AVA's position on legislation.
7. monitors each lawmaker's position on bills, rationale for position, and the action undertaken to influence his/her position.

Participants

The AVA legislative network consists of the following:

1. all AVA members (even though not official members of the legislative committee are called upon to work on legislation);
2. district coordinators (based on congressional, school, or other districts);
3. state legislative committee;
4. state legislative chairpersons;
5. the AVA headquarters office;
6. the AVA Board of Directors.

Responsibilities

The responsibilities of the participants in the Network are as follows:

1. Member

   a. Keep informed of legislative issues.
   b. Forward issues and concerns through the legislative network to the headquarters office and the Board.
   c. Prepare communications and forward them to the appropriate state or congressional legislators.
   d. Forward a copy of communications to the state legislative chairperson and the AVA office.

2. District Coordinator

   a. Receive and forward information on issues and concerns relative to vocational education.
   b. Form a working legislative committee within the congressional district.
   c. Identify key individuals for legislative activity.
   d. Generate legislative communications when called upon.
   e. Maintain close liaison and relationships with congressional and state legislators.
   f. Initiate activities within the district necessary to maintain close working relationships with congressional and state legislators.

3. State Legislative Committee

   a. Keep informed on legislative issues and activities.
   b. Develop and recommend legislative positions and policy to the state vocational association.
   c. Analyze positions and concerns for impact on subject matter areas of vocational education.
   d. Maintain communications to subject matter groups and organizations which will supplement the state association legislative network.
   e. Communicate the interest of the various subject matter groups and AVA divisions to the state legislative committee and to the AVA office.

4. State Legislative Chairperson

   a. Organize and maintain a state legislative network.
   b. Analyze the input from the network and the issues facing the vocational education programs within the state and communicate these to the AVA office and Board of Directors.
   c. Receive the issues from the AVA Board and the office and communicate these through the legislative network.
   d. Develop position and policy statements for the state association, Board of Directors.
   e. Stimulate legislative communications when called upon throughout the legislative network.
   f. Provide leadership for initiating activities within each congressional district.
   g. Maintain a system of legislative contacts and information appropriate to the state legislative network.
   h. Maintain a file of legislative issues, accomplishments, key legislators and staff, committees and activities impacting on vocational education.
   i. Develop and maintain close working relationships with state legislators and members of Congress.

5. AVA Headquarters Office

   a. Solicit, receive and analyze legislative issues and concerns through the communications network and forward these to the Board of Directors.
   b. Identify, analyze and communicate to the legislative network issues impacting on vocational education
   c. Analyze and communicate appropriate legislative strategies to all segments of the communications network.
   d. Develop position statements and policy statements for the Board of Directors.
   e. Maintain close working relationships with members of Congress and the administration in order to communicate positions and policies.
   f. Maintain information, data, congressional accomplishments, voting records, committees, staff and key individuals in a central file in the office.

6. AVA Board of Directors

   a. Develop and communicate legislative policy and position statements.

The communications flow within the network will be two way when all conditions are functioning ideally. Issues of concern to the local level will flow through the Legislative Network to the attention of the Board of Directors. Policy statements and legislative positions will be forwarded to each member through the Legislative Network. Communications to Congress both of an information nature and calling for support will be channeled through the Network providing the flexibility for the AVA office to stimulate communications and also represent the interests of vocational education. This type of communications flow will effectively impact on those who set policy for vocational education.

In addition to creating a "communications tree" or network, you will need to develop knowledge and skills in how to monitor events, where to get information, how to etablish and maintain "contacts," and more. Heddesheimer and Erpenbach (1979, pp. 20-23) offer the following suggestions in this area.

Preparing and Monitoring Legislation

One of the most difficult and time-consuming, yet challenging and exciting, functions for any GLW (Government Liaison Worker) is preparing proposed legislation and monitoring introduced legislation. Here the committee and AACD Headquarters can be of invaluable assistance. State legislation and issues being considered by the State Legislature can be monitored by reading local papers, especially those published in the state capital. People active in government relations who live in the state capital can talk periodically with committee staff who have jurisdiction over education or other guidance-related topics. Each state usually has a "calendar" or other document published regularly which lists the legislation before the Legislature and the status of each piece of legislation. The information from these readings and discussions about current and projected issues of interest to members can be summarized and distributed throughout the state via a newsletter.

Preparation of proposed legislation is necessary when counselors in the state believe that state legislative action is needed on an issue. For example, counselors in some states have developed legislation providing the right of privileged communications for counselors, mandating one counselor per elementary school, updating school counselor certification requirements and updating licensure requirements for counselors in agency settings. (See appendix 7 for a sample copy of a Federal Law/Bill.)

While there are numerous ways to approach the task of developing legislation, there are several suggested steps, the more important of which include:

a. Once an idea has been formulated for needed legislation, research must be done to determine what, if any, existing legislation relates to the idea.

b. The specific purposes of the legislation to be proposed must be identified and written out.

c. If someone who is familiar with legislative drafting is available to work with the drafting committee a model can be developed. If not, many times State Representatives will have staff members who are available to assist in the writing. Of course, this assumes that the Legislator is supportive of the idea for the bill.

d. Once the bill is clearly outlined and/or written, the State Representative who might introduce the bill should be approached. The object in these conversations is to persuade him or her to introduce and support the bill. At this point the need for the bill must be clearly presented.

e. If the Representative decides to introduce the bill, he or she will probably make changes in it. The proposers of the bill should be ready to work with him or her in this process.

f. Once the bill is introduced and goes to the appropriate committee, any assistance that is needed should be offered to the Representative who introduced your bill. This could include testifying before the committee, gathering data on the need for the bill and/or marshalling support for the bill through a letter-writing campaign.

g. Keep in mind that introducing and shepherding legislation into law is a time-consuming and tedious process. Sometimes it takes years before an idea results in legislation. In addition, compromise is always necessary.

Preparing and Monitoring Administrative Regulations

The same processs used for preparing and monitoring legislation is very similar to that used for preparing and monitoring the administrative regulations that usually are adopted in the Executive branch to implement enacted legislation.

At the federal level, legislative fliers from AACD Headquarters will help to keep GLWs informed of the implementation of federal legislation. This information is especially helpful when procedures for applying for grant money are published in the *Federal Register* and notices are distributed by the governmental agencies. (A sample copy of an issue of [illegible] *Federal Register* can be found in appendix 8.)

At the state level, once legislation that affects guidance is passed, counse[illegible] and guidance professionals who are involved should make their views on implementation known to the government officials who are responsible for administering and carrying out the law. When this situation occurs, previous contacts with these officials can prove most valuable. Occasionally, input from the field may be solicited by the appropriate state agency. In this case, guidance personnel should always respond to requests for information or ideas.

In addition, if advisory councils or other policy-making bodies are to be formed, it is important that the state Government Relations Committee notify the agency or person making the selection of guidance people who are particularly well qualified to serve and ask to be involved in the selection process.

Determine Legislative Timing and Support

Competency 5

Determine the correct timing and amount of support or opposition to solicit from colleagues and others to influence lawmakers or their staffs, contact and brief individuals who can provide this support or opposition, and suggest alternatives for them to use.

The use of legislation and regulations in your work is one thing, while having an impact on the shape of such provisions is quite something else. Yet, both are deeply entwined because the legislation/regulation that is promulgated determines to a large degree its usefulness and effectiveness. In this fifth competency area, you will learn more about affecting legislation/regulation that is under consideration. Much of the knowledge and skill you develop at this point will be based on information presented earlier in this module, especially for Competencies 2 and 4.

Before proceeding, this is a good point for you to complete the personal inventory below so you can assess the nature and extent of your involvement in the legislative/political arena.

A Personal Inventory

1. Did you vote in the most recent general election?

2. Have you ever visited any of the following:

_____ a) A state legislative committee hearing?

_____ b) A state legislative session?

_____ c) A state board of education session?

_____ d) Any other state agency session?

_____ e) A congressional committee hearing?

_____ f) A congressional session?

_____ g) A meeting (of any kind) conducted by a federal education agency?

_____ h) A state court session?

_____ i) A federal district court session?

_____ j) A federal supreme court session?

3. List two committees in the U.S. House of Representatives that have great influence on guidance legislation:

____

____

Two such committees in the U.S. Senate:

____

____

Do you know if you have a representative or senator from your state serving on any of these committees?

4. Can you name the committees on which your representative serves?

5. Have you ever contacted (by letter, telephone, or in person) your representative concerning pending legislation?

   Do you know the address and telephone of your representative's:

   ____ Washington, DC office?

   ____ "Back home" office?

   Do you know the name of one person who works in each of these offices?

6. Have you ever made the effort to meet with your representative or someone on the legislator's staff concerning a counseling and guidance issue? More than once?

7. Have you ever written a letter of appreciation regarding your representative's efforts in your behalf (or for guidance issues) to:

   a. The representative?
   b. A newspaper in the home district?

8. Do you know the equivalency in local millage of any federal funds found in your local school district's budget?

As you review your answers to the above questions, you probably can spot areas where your legislative involvement is adequate as well as places where it could be improved.

To determine adequately the correct timing and how much support to marshall for given issues, you must have a good method of "tracking" or "monitoring" legislative provisions as well as an active, functioning "communications tree." Both of these have been covered for you previously. However, a few additional suggestions from AVA's *Legislative Kit* (Bottoms, Griffin, Kroll, and Phillips 1978, pp. 315-316) are presented below.

Bill Tracking

To keep track of the many bills introduced during a legislative session, the lobbyist must understand the legislative process and its information flow. Tracking bills puts the knowledgeable lobbyist in the right place, at the right time, with the right information:

- Learn the complicated rules of the legislative parliamentary process, thoroughly.
- Study the available documents on particular legislative staff operations.
- Maintain an updated file of pertinent bills and important staff analysis.

- Stay alert. Recognize that "timing" is essential to a successful lobbying effort. Repeatedly, the time factor for the lobbyist shrinks to minutes, even seconds, when expert knowledge of the process and its rules are imperative.

Make use of all other available tracking systems. These might include:

- Legislative On-Line Computer Systems--Many state legislators have developed bill history data books. Information on bills can then be received through terminals.

- Legislative History--Cumulative legislative bill records listed in book form by sponsor, subject and introduction order.

- Legislative Hotline--A toll-free number you can call for information or material about legislative activities.

- Private Services--Privately printed records of each day's meeting, including all formal actions of legislation.

- Agency Newsletters--Executive branch reporting of legislative offices from education's standpoint.

- Calendars--Proposed agenda for daily legislative business.

- Journal--Official record of previous day's proceedings, including roll calls on the floor. (These materials as well as free copies of legislative publications and bills are also very useful to citizen groups who are following particular bills. Local newspaper accounts of legislative activity are another good informal source.)

- Identify other resources. Human resources are also invaluable in tracking legislation. Business and professional associates, personal acquaintances who are friendly to the issue, and other lobbyists all have information that may be helpful. "Grapevine movement" can usually be checked with legislative staff members.

- Watch for "invisible" influences. While following the obvious route of a piece of legislation, the astute lobbyist also keeps informed about the ever present "invisible" activity. Here is where it is important to have established friendly contacts with key legislators and their staffs. The fate of a bill is often determined in "off-the-floor" action!

- Know the cycle. Like other legislative processes, tracking is a cycle.

Determine Alternatives

Competency 6

Describe alternative routes for implementing your legislative activities (such as incorporating parts of proposed legislation into more than one bill, determine areas or points on which you are willing to negotiate and compromise, and make appropriate accommodations that will facilitate or at least not impede the attainment of long-term goals.

Several years ago, AACD was invited to work with Congressman Carl Perkins, to prepare a comprehensive piece of legislation addressing career guidance and counseling (see appendix 7). Such a bill was drafted and introduced in both houses of Congress. Many guidance personnel were hopeful that the bill would stand on its own and be passed. However, legislative/political leaders in the profession knew that the bill's passage rested in the degree to which its principal provisions could be incorporated into other existing legislation. It is rare in present times for "single-purpose" legislation to be enacted, especially federal legislation that is viewed as "new" and will require "new" appropriations. A very noteworthy exception is found in the enactment of the Career Education Incentive Act (P.L. 95-207) during 1978.

It is vitally important to be prepared to go in alternate directions and negotiate if you are seeking to advance specific legislation. You may want to review appendices 2 through 4 of this module to see how counseling and guidance provisions permeate much of today's federal legislation; all are excellent examples of legislative achievement through compromise.

In AACD's case, the comprehensive career guidance and counseling provisions that it was advancing became a significant portion of the Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-524). You will recall that analyses of this legislation are provided in appendices 1 and 2.

Your ability to see and understand how "compromise" works in the attainment of legislative/political goals is essential. The determination, in advance, of reasonable alternative measures (as may be needed) related to perfecting existing or initiating new legislation in which you are interested is a must in a sound legislative/political action program.

A caution described in "Play the Legislative Game Wisely" is made in AVA's *Legislative Kit*. This is sound advice--advice that includes the need to understand and practice the "act of compromise." Samuel Halperin, director of the Washington, DC-based Institute for Educational Leadership adds in the AVA *Legislative Kit*:

> In short, victory in legislation and public policy--like success in other walks of life--has its roots in sound organization, thoughtful planning, unceasing cooperation, imaginative liaison, constant surveillance, and--just plain hard work. While there are no guarantees of success-certainly none that could flow from slavish adherence to any manual or cookbook approach--victory should come more often to those who care enough to practice their prescriptions.

The AVA *Legislative Kit* (pp. E17-E18) includes 18 golden rules for people who work with public officials. Understanding and practicing these will aid you in planning whatever alternative steps may be necessary to achieve the results you desire as well as developing your abilities in the area of "reasoned compromise."

Rules for Working with Public Officials

Here are some universal principles that apply across the board for every teacher and association member who works with members of Congress, state legislators, commissioners, city council members, and all other public officials.

1. Be fair toward public officials. With very rare exceptions, they will be honest, intelligent, and will want to do the right things. Your job is to inform them of what you think is right.
2. Be objective about government and politics. They may be faulty but so is the teaching profession. A disdainful attitude is an expensive luxury these days. Whatever affects your business (education) is your business.
3. Be understanding. Put yourself in the public official's place. Try to understand problems, outlooks, and aims. Then you are more likely to persuade them to do the same in understanding yours.
4. Be friendly. Do not contact public officials only when you want their help. Invite them to be guests at meetings. Take pains to keep in touch with them throughout the year--every year.

5. Be reasonable. Recognize that there are legitimate differences of opinion. Never indulge in threats or recriminations. They are confessions of weaknesses.

6. Be thoughtful. Commend the right things public officials do. That is the way you like to be treated. Public officials will tell you that they get dozens of letters asking them to do something but very few thanking them for what they have done.

7. Be charitable in evaluating public officials for "failing" to do what you wanted. The failure may be yours if you have not done a good job in preparing, presenting, and following through on your case. In any event, a good rule of thumb is: "Do not get mad--get even." Every public official knows that you will have a chance to do just that on the next election day.

8. Avoid selfish requests for special favors and exemptions. If it becomes absolutely necessary to ask for them, state the reasons frankly and clearly.

9. Be constructive. You do not like to be scolded, pestered, or preached to; neither do public officials.

10. Be cooperative. If a public official makes a reasonable request, try to comply with it. Do not back away for fear that it is a "deal," or that you are "getting into politics."

11. Be realistic. Remember that controversial legislation and regulation usually result in compromise. It has always been so and it will always be so in a democracy.

12. Be practical. Recognize that each lawmaker has commitments and that a certain amount of vote-trading goes on in Congress and state legislatures. Do not chastise lawmakers who normally support you if they happen to vote against one of your bills. This does not necessarily mean that they have deserted your whole program. Give him or her the benefit of the doubt; the lawmaker will appreciate it and remember that you did. And remember that while some votes may be firmly committed, there will be many others that can be swayed on the basis of sound arguments, properly presented.

13. Be a good opponent. Fight issues--not persons. Be ready with alternative solutions as well as with criticisms. This is constructive opposition.

14. Be informed. Never meet with public officials to advocate a position without first studying the facts and the arguments pro and con. The mere fact that you want a public official to adopt one position or another will not be enough to convince the official. Do your homework.

15. Be trustworthy when promises are made. This is a cardinal rule of politics. If you tell a public official you will do something in exchange for certain action taken, stick to the bargain.

16. Be faithful. Do not change horses in the middle of the stream. Never leave an official stranded out on a limb by changing your policy or position after the official publicly stated a position that you have urged him/her to take.

17. Learn to evaluate and weigh issues. Many bills which are tossed into the hopper "by request" are never intended to become law. So, do not criticize lawmakers for the bills which are introduced, and do not call out the Army until you are sure a bill is serious.

18. Be discreet. Participation in discussions about lawmakers being "bought" or "paid off" is useless. You have absolutely nothing to gain and everything to lose by doing so. Further, chances are it will not be true.

One does not have to utilize legislation very long before it becomes abundantly clear that most, if not all, legislation has limitations and imperfections. Further, federal laws together with some state laws are enacted for specified periods of time and must be periodically amended and extended in order for thier provisions to remain in effect. Utilization of legislation and knowledge of its shortcomings frequently leads to another important step--becoming active in reshaping and refining existing legislation as well as introducing proposed legislation to fill unmet needs. The focus of Learning Experience 1 later in this module is primarily on the utilization of existing legislation/regulation. Learning Experience 2 is directed at how one has an impact on legislation/regulation through the legislative/political action process.

Seek Recourse

Competency 7

Describe the formal and informal process to be followed in seeking recourse if laws, regulations, or policy guidelines are not implemented properly, including the individuals to be contacted, the steps to be followed in presenting cases, and the documentation that is necessary.

On occasion, utilization of legislative provisions in which you are interested may be blocked. This can take various forms, including nonappropriation of funds, insufficient funding levels, vetoes of funds, "impoundment" of funds, constraining administrative rules, legal opinions, conflicting legislative provisions, failure of the executive branch to implement legislative provisions, and so forth. Knowing what to do in the various situations is equally important for users of legislation and legislative/political action workers. In preparation for work addressing this competency, you may find it helpful to review part III of AACD's *Government Liaison Worker Handbook* (Heddesheimer and Erpenbach 1979).

The plan of action that you will need to carry out in seeking "recourse" will depend upon the nature of the problem. Remedies for the problems that you will face most commonly in utilizing legislation, however, generally fall into three major categories: (1) lobbying for support to increase appropriation of resources, to override vetoes, or to otherwise obtain funding of specific legislative provisos; (2) interaction, through lobbying, with administrative agencies to affect certain rules that relate to the legislation in which you are interested; and (3) seeking recourse through a legislative committee responsible for a given law by having the committee conduct an "oversight" hearing (in which the implementing agency is evaluated as to its effectiveness, thoroughness, and fairness in administering the law).

You will find little information on recourse available when specific legislative provisions are not implemented once a law has been passed. Since recourse that can be implemented when legislation is not clear--that is, activate legislative/political action programs and practice competencies addressed in this module--has already been outlined here, the balance of discussion regarding this competency will focus on recourse in the former instance.

In the final analysis, you will need to practice many of the legislative/political action skills and principles presented in this module in order to seek recourse regarding areas of legislative implementation with which you are dissatisfied. This will range from preparation of testimony, to writing letters, to making phone calls and personal visits. It will require that you thoroughly study the specific legislative provisions and carefully build your case and support. Recourse can be had, but it s usually more difficult than securing passage of the original legislation and/or regulation. Nobody likes to admit that the legislation, for example, is imperfect, wrong, or being dealt with unfairly. Seeking recourse implies that there are wrong doings or errors, so prepare accordingly.

Learning Experience 1

Analyzing Laws and Regulations

OVERVIEW

COMPETENCY	Analyze federal, state, and local laws, regulations, and policy guidelines in which provisions affecting career guidance are found, and state the implications of these provisions for career guidance programs.
READING	Read Competency 1 on page 7, and study appendices 1 through 3.
INDIVIDUAL LEARNING OBJECTIVE	Identify at least three specific federal and state laws/regulations/policies that have an impact on career and guidance programs and state the guidance implications of these provisions.
INDIVIDUAL ACTIVITY	Review appendices 1 through 3, looking for implications for one or two specific target populations and career guidance program activities in which you are most interested.
INDIVIDUAL FEEDBACK	Compare your analysis of the legislation you selected with the analysis of persons who reviewed the same laws. See how many potential sources have been identified.
GROUP LEARNING OBJECTIVE	Discuss strategies for future utilization of the specific legislative provisions in which you are primarily interested.
GROUP ACTIVITY	In small groups, work through legislative provisions of interest and identify future actions you can take to improve career guidance program activities of interest.

INDIVIDUAL ACTIVITY

Review appendices 1 through 3, looking for legislative implications for one or two specific target populations and career guidance activities in which you are most interested.

In reviewing each legislative provision, ask yourself a series of questions about the parts in which you are particularly interested. This should help you see how each provision may be utilized in your work and the services you do or would like to provide that are covered in the legislation.

1. Target population(s) covered ______________________
2. Activities for which funds may be expended ______________________
3. Special populations covered ______________________
4. Funding restrictions ______________________
5. Who administers funds ______________________
6. Application procedures and timetables ______________________
7. Evaluation/reporting requirements ______________________
8. Assurances required ______________________

To obtain answers to these items, use the matrices (appendix 2) and the federal (appendix 1) analyses as references. The case study in appendix 3 will help you identify guidance implications related to your interests. Also, review the reading for Competency 1 on page 7. You should also identify two guidance professionals whom you can contact to discuss the laws you have selected.

INDIVIDUAL FEEDBACK

Compare your analysis of the legislation you selected with the analysis of someone else who reviewed the same laws. See how many potential sources have been identified.

Compare the answers you arrived at in studying the selected legislation with someone else who reviewed the same legislation. This should be helpful to you in reinforcing your understanding of the various provisions and in your use of this knowledge in your work. This will also be helpful to you in terms of enhancing your ability to explain the legislation to others.

GROUP ACTIVITY

In small groups, work through legislative provisions of interest and identify future actions you can take to improve career guidance program activities of interest.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Assess the needs of your audience before you start them on this Group Activity. You may make some assumptions about their legislative/political action awareness but be prepared to modify those assumptions and your training design as you progress.	Be sure your facilities include adequate space, movable furniture, and outlets for audiovisual equipment. You should also have adequate supplies of newsprint, marking pens, and masking tape in addition to sufficient copies of handouts you plan to use.
2. Set some goals and objectives for this Group Activity. What minimal understanding and skills do you hope each group member will have at the conclusion of the Group Activity. Using appendices 1 and 2, review key pieces (examples) of federal legislation in terms of how they relate to career guidance. Be sure to update recent developments, if any, in the legislation.	Is your group merely curious about the general concepts. Based on the scope of your group's expectations, plan to have two or more training sessions spaced sufficiently apart to give participants time to review materials and complete their assigned duties.

Facilitator's Outline	**Notes**
3. Have participants complete the Individual Activity if they have not already done so.	If persons knowledgeable about career guidance legislation--members of state legislatures or Congress, legislative staff members, lobbyists, government relations committee members of guidance-related organizations--are available, invite them to participate in a semi-structured panel discussion with the audience.
4. Lead a question-and-answer session with participants to ensure that they have achieved the individual learning objective for this Learning Experience 1 and that they understand the purpose of this Group Activity.	
5. Break the participants into small groups to brainstorm activities they could initiate in their work settings in order to better utilize existing state and/or federal legislation. Possibilities include researching the funding need for a particular project and identifying supporting legislation, developing and submitting and grant proposal, and planning to conduct an inservice legislation/political action workshop.	Secure copies of forms and materials used by state or federal agencies for purposes of applying for funding. Consider having work groups complete a specific form for actual submission. Also, think about developing one or more "prototypes" of applications such as the one displayed in Appendix 10.
B. Summary/Feedback	
1. Conduct a summary/closing session in which each group reports back. Synthesize their comments and point out the many legislative sources of support to strengthen and/or expand career guidance programs, personnel, and activities.	
2. Help any individuals who cannot certify that they have achieved the Individual and Group Learning Objectives for Competency 1.	

Learning Experience 2

Utilizing Available Legislation

OVERVIEW

Note: Like Learning Experience 1, this one also addresses Competency 1. However, it concentrates on a separate application of that competency.

COMPETENCY	Analyze federal, state, and local laws, regulations, and policy guidelines in which provisions affecting career guidance are found, and state the implications of these provisions for career guidance programs.
READING	Review appendix 3 on page 211 and look for practical suggestions you might use.
INDIVIDUAL LEARNING OBJECTIVE	Outline at least 10 specific activities you would perform and at least 5 you would not perform in utilizing legislation if you were the leader of your community's team that is seeking to set up a comprehensive, community-based career guidance program.
INDIVIDUAL ACTIVITY	Outline specific legislation utilization-related activities you would or would not recommend to your team members.
INDIVIDUAL FEEDBACK	Ask a colleague to assess your listed activities using the provided criteria.
GROUP LEARNING OBJECTIVE	Revise Worksheet 1 after reacting to the proposed ideas of other participants in a group activity and having them react to your proposals
GROUP ACTIVITY	In small groups, work through each participant's list of proposed activities and revise yours if you identify better strategies for using available legislation to establish a community-based guidance program.

INDIVIDUAL ACTIVITY

Outline specific legislation utilization-related activities you would or would not recommend to your team members.

The case study in appendix 3 focuses on using existing legislation rather than enacting new legislation. Using California as an example, this study explores how federal and state guidance-related legislative provisions can be utilized. It shows how federal laws impact California--right from the state level down to those agencies that provide human services and finally to the persons who receive the services intended in those laws. The case study also illustrates what California state legislation is pertinent and how those laws influence people at the community level. Part II of appendix 3 takes the above information and demonstrates how a community team (like the one we are asking you to pretend you're leading in this learning experience) finds ways to make available legislative resources work for the Comprehensive Guidance Program it is planning. Parts I and II are intended to give you ideas of steps your community team could take in order to improve guidance activities. On Worksheet 1, outline at least 10 steps you know you would recommend for your team's consideration. To sharpen your discrimination about what would and would **not** work, also list at least five steps that the team should **not** implement.

Worksheet 1

Your task here is to list at least **10** specific activities or steps you would recommend and at least **5** you would **not** recommend if you were appointed the leader of a community team that wants to utilize resources from available federal and state legislation and seek to set up a comprehensive, community-based career guidance program. Use the following chart to record your responses. Be sure to include action details for each step **and** a brief rationale for why that step would or would **not** be desirable.

Activities/Steps to be Recommended	Activities/Steps to be Avoided

INDIVIDUAL FEEDBACK

Ask a colleague to assess your listed activities using the provided criteria.

Ask another workshop participant, the workshop facilitator, or a colleague from your community to use the following checklist to determine whether or not you have met the requirements of this section's learning objective. Your completed draft of Worksheet 1 must contain each of the following four ingredients:

1. At least 10 well-described steps/activities that your team members could read and clearly know what to do and why they are worth doing in your state.
2. At least five well-described steps/activities that your team members will understand should **not** be tried in your state.
3. The set of recommended activities must have coherence so that a unified plan is apparent and critical steps are not omitted.
4. Your reviewer must be sufficiently impressed with your list that she/he thinks it would be worthwhile to try it.

Revise your outline of activities until it meets all of the above criteria.

GROUP ACTIVITY

In small groups, work through each participant's list of proposed activities and revise yours if you identify better strategies for using available legislation to establish a community-based guidance program.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	**Notes**
A. Starting Point 1. Review the Group Activity described in Learning Experience 1 for suggestions/ideas in facilitating this second group activity. 2. Divide the participants into small groups (not more than four members each) for the purpose of working through the tasks that will be assigned.	

Facilitator's Outline	Notes
3. Indicate to participants that they will be critically reviewing each other's ideas on Worksheet 1 and improving their separate list of activities wherever possible.	Help them link the purposes of Learning Experiences 1, 2, and 3. Reiterate that these first two focus on using available legislation effectively while the next one addresses generating new legislation.
4. Ask participants to complete the Individual Activity if they have not already done so.	
B. Conduct Activity	
1. Ask participants to assemble in their small groups and have each member present his/her responses from Worksheet 1. After each participant presents, the other members should have time to share reactions and make suggestions for improvements. Before the next person presents, each member should take time to revise his/her worksheet in order to make the proposed activities as practical and constructive as possible.	Circulate among the groups to facilitate discussion and progress where necessary. Encourage group members to critique each other's ideas with the goal of helping make others and their own lists more workable.
2. Convene the large group once again and ask for reactions from the participants. Work toward group consensus that we can all do more to utilize legislation in the interest of improving community-based guidance programs.	Record the group's conclusions on a large sheet of paper or chalkboard.
C. Wrap Up	
1. Elicit participants' response about what they have learned in this section of the module.	
2. Request participants to review their lists in Worksheet 1 one final time to ensure they have achieved this section's learning objective and have a feasible set of activities that they might want to try in the future. Help any participants who are unsure of their progress on this objective.	

Learning Experience 3

Preparing and/or Influencing Legislation

OVERVIEW

Note: This learning experience addresses Competencies 2 through 7.

COMPETENCIES

Identify and involve all individuals and groups (including supporters and opponents, individual lawmakers, their staffs, and lawmaking bodies such as Congress and state legislatures) that should have input into an organization's legislative activities, organize groups as needed, and obtain concensus and commitments from participants at each stage of the activities.

Develop written materials (such as concept papers, draft bills, briefing sheets, letters, and mailgrams) and prepare and deliver oral presentations (such as briefing sessions and testimony) that are clear, concise, persuasive, and based on solid facts rather than emotions, and follow proper format for the intended audience(s).

Monitor and describe exactly what is happening to your legislative activities at each stage of the legislative process, and describe what remains to be done to ensure that your goals are met.

Determine the correct timing and amount of support or opposition to solicit from colleagues and others to influence lawmakers or their staffs, contact and brief individuals who can provide this support or opposition, and suggest alternatives for them to use.

Describe alternative routes for implementing your legislative activities (such as incorporating parts of proposed legislation into more than one bill), determine areas or points on which you are willing to negotiate and compromise, and make appropriate accommodations that will facilitate or at least not impede the attainment of long-term goals.

Describe the formal and informal process to be followed in seeking recourse if laws, regulations, or policy guidelines are not implemented properly, including the individuals to be contacted, the steps to be followed in presenting cases, and the documentation that is necessary.

READING	Read Competencies 2 through 7 on pages 8 through 22.
INDIVIDUAL LEARNING OBJECTIVE	Describe a process for initiating new or revised legislation and then outline a course of action for drafting and supporting a bill.
INDIVIDUAL ACTIVITY	Identify a career guidance program need that could be addressed through legislation. State the need and develop a plan of action for drafting proposed legislation addressing the need and generating support for its passage.
INDIVIDUAL FEEDBACK	Present your identified need and your action to at least one other person.
GROUP LEARNING OBJECTIVE	Presented with one or more problem situations, develop strategies for passing legislation addressing that/those problem(s).
GROUP ACTIVITY	Through a group process, identify a human services need, draft legislation that addresses solutions to this need, and prepare a plan of action leading to introduction and passage of the legislation.

INDIVIDUAL ACTIVITY

Identify a career guidance program need that could be addressed through legislation. State the need and develop a plan of action for drafting proposed legislation addressing the need and generating support for its passage.

A central theme of this module is that a wide variety of career guidance program needs of various populations in our society are addressed in numerous state and federal laws and regulations. It is important not only to know how to use the provisions of these but also how to impact or otherwise influence the future provisions and revision of existing laws/regulations. By clearly stating the need(s), designing workable legislative remedies, and generating support for your idea(s), you will have the key ingredients for a successful legislative/political activity.

Think of the target population whose career needs interest you most. What is a problem the members face that merits the enactment of legislation to support activities/staffing/etc. to meet the problem/need? Describe the need and prepare an outline setting forth the plan of action you would follow in preparing legislation and working for its introduction and passage. You should be sure to give illustrations of resources that would be helpful to you in this activity as well as to identify at least two key persons who could assist you in carrying out your plan. Prior to completing the activity review the readings for Competencies 2 through 7, starting on page 8.

INDIVIDUAL FEEDBACK

Present your identified need and your action plan to at least one other person.

With one (or more) of your colleagues, review the plan of action you outlined, particularly its key steps and strategies. This should help you further develop your skills in the legislative/political action process. This should also help you develop skills for leading others to influence public policy.

As each reviewer assesses your need statement(s) and action plan, ask him/her to scan the reading for Competencies 2 through 7. Then she/he will be able to identify suggestions and guidelines to use as criteria to judge the quality of each strategy in your plan. Use each reviewer's evaluations to improve your plan to the extent you agree it is desirable.

GROUP ACTIVITY

Through a group process, identify a human services need, draft legislation that addresses solutions to this need, and prepare a plan of action leading to introduction and passage of the legislation.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Review the Group Activity described in Learning Experience 1 for suggestions/ideas in facilitating this third group activity.	Many elements of the activity lend themselves well to separate workshops. You should probably plan at least two or three training sessions of one-half day (or more) each.
2. Divide the group into two or three groups (not less than five members each) for the purpose of working through the tasks that will be assigned.	Keep in mind that your objectives* for this Group Activity include helping participants increase the following:
3. Have each group select a leader and indicate that the final activity will require a presentation by one member of each group. The purpose of the presentation is to allow each group	1. **Awareness and Exploration** of how a bill comes into being and of the legislative process 2. **Knowledge** of how to get to know and work with their legislators 3. **Skills** in order to have impact on the legislative process

Facilitator's Outline	**Notes**
to review the adequacy and comprehensiveness of its and other groups' plans and for the full group collectively to complete a single plan drawing on the contributions of each subgroup	4. **Action and Involvement** in the legislative/political action process *(Adapted from Wigtil and Bandy 1978, p. 59)
B. Present the Problem	
1. Either select a problem in advance or lead the group in a brainstorming session to identify a career counseling and guidance need that could be addressed by legislation.	Be sure to review the text of this module for resource materials that you should duplicate and use in this learning experience.
2. Review **briefly** the process by which a bill becomes a law, including key stages such as generation of the bill, introduction, testimony, generating support, conference committees, and so forth.	A very helpful resource for your use is the videotape, *The Legislative Game: Government Relations, Political Action*, produced by the American School Counselor Association (1974).
3. Give instructions to subgroup leaders regarding organizing for the task at hand, dividing responsibilities, and so forth. Once again, review each element in the Group Activity statement above. Make certain that all group participants know exactly what their groups must produce. Each group should know that it must produce a bill that has all the elements listed in the "Bill Writing Activity" presented in appendix 5.	
4. Lead a question-and-answer session.	
C. Activating Subgroups	
1. Have each subgroup identify the activities it will have to carry out in this learning experience. Assignments should be divided up so that members may work individually or in small teams.	In planning for your training sessions, be sure to investigate the various publications (such as Zuckerman and Horn 1973) regarding simulation games in political science and education.
2. Each subgroup should develop a procedural outline and carry out necessary activities, checking periodically to determine the adequacy/appropriateness of its efforts. Subgroups should be sure to note resource materials they would use in seeing their bill through, as well as hard data that could be used to substantiate the arguments to be made in behalf of their proposed legislation.	Frequently, there will be persons in your area with expertise in the legislative/political action process (such as elected representatives, lobbyists, public officials). Try to utilize the expertise of such persons by involving them in planning and conducting your training sessions. This could include such dynamic experiences as carrying out mock hearings for the presentation of testimony.

Facilitator's Outline	**Notes**
D. Presentation of Proposed Bills	
1. Designate a recorder to help in summarization of the reports from subgroups.	Each group should have a copy of the "Bill Writing Activ[illegible]" contained in appendix 5.
2. Have the spokesperson from each subgroup present his/her outline and proposed legislation.	
3. Distribute copies of the performance contract presented in appendix 4 and have each participant complete one before leaving. Be sure to explain the purpose of this contract, review procedures for using it, check each participant's completion of it, and sign those contracts you approve.	
4. Identify any steps the group may wish to take as follow-through on their activities, such as actually working to have their proposals converted into bill language, introduced, and so forth.	
5. Help any individuals who cannot certify that they have achieved the individual and group learning objectives for Competencies 2 through 7.	Plan to conduct a 60-day follow-up check of each participant's progress on commitments recorded in his/her contract.

EVALUATION

PARTICIPANT SELF-ASSESSMENT QUESTIONNAIRE

1 Name (Optional) ________________ 3 Date ________________

2 Position Title ________________ 4 Module Number ________________

Agency Setting (Circle the appropriate number)

6 Elementary School
7 Secondary School
8 Postsecondary School
9 College/University
10 JTPA
11 Veterans
12 Church
13 Corrections
14 Youth Services
15 Business/Industry Management
16 Business/Industry Labor
17 Parent Group
18 Municipal Office
19 Service Organization
20 State Government
21 Other

Workshop Topics	PREWORKSHOP NEED FOR TRAINING *Degree of Need* (circle one for each workshop topic)					POSTWORKSHOP MASTERY OF TOPICS *Degree of Mastery* (circle one for each workshop topic)				
	None	Slight	Some	Much	Very Much	Not Taught	Little	Some	Good	Outstanding
1. Identifying future actions you can take to improve career guidance program activities of interest.	0	1	2	3	4	0	1	2	3	4
2. Identifying strategies for using available legislation to establish a community-based guidance program	0	1	2	3	4	0	1	2	3	4
3. Drafting legislation for an identified need.	0	1	2	3	4	0	1	2	3	4
4. Preparing a plan of action leading to introduction and passage of legislation.	0	1	2	3	4	0	1	2	3	4
Overall Assessment on Topic of Legislation	0	1	2	3	4	0	1	2	3	4

Comments:

Trainer's Assessment Questionnaire

Trainer: ______________ Date: ______________ Module Number: ______________

Title of Module: ____

Training Time to Complete Workshop: ______________ hrs. ______________ min.

Participant Characteristics

Number in Group ______________ Number of Males ______________ Number of Females ______________

Distribution by Position

______________ Elementary School

______________ Secondary School

______________ Postsecondary School

______________ College/University

______________ JTPA

______________ Veterans

______________ Church

______________ Corrections

______________ Youth Services

______________ Business/Industry Management

______________ Business/Industry Labor

______________ Parent Group

______________ Municipal Office

______________ Service Organization

______________ State Government

______________ Other

PART I

WORKSHOP CHARACTERISTICS—Instructions: Please provide any comments on the methods and materials used, both those contained in the module and others that are not listed. Also provide any comments concerning your overall reaction to the materials, learners' participations or any other positive or negative factors that could have affected the achievement of the module's purpose.

1. *Methods:* (Compare to those suggested in Facilitator's Outline)

2. *Materials:* (Compare to those suggested in Facilitator's Outline)

3. *Reaction:* (Participant reaction to content and activities)

PART II

WORKSHOP IMPACT—Instructions: Use Performance Indicators to judge degree of mastery. (Complete responses for all activities. Those that you did not teach would receive 0.)

	Group's Degree of Mastery				
	Not Taught	Little (25% or less)	Some (26%-50%)	Good (51%-75%)	Outstanding (over 75%)
	Note: Circle the number that best reflects your opinion of group mastery.				
Learning Experience 1					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 2					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 3					
Group	0	1	2	3	4
Individual	0	1	2	3	4

Code:

Little: With no concern for time or circumstances within training setting if it appears that less than 25% of the learners achieved what was intended to be achieved.

Some: With no concern for time or circumstances within the training setting if it appears that less than close to half of the learners achieved the learning experience.

Good: With no concern for time or circumstances within the training setting if it appears that 50%-75% have achieved as expected.

Outstanding: If more than 75% of learners mastered the content as expected.

PART III

SUMMARY DATA SHEET—Instructions: In order to gain an overall idea as to mastery impact achieved across the Learning Experiences taught, complete the following tabulation. Transfer the number for the degree of mastery on each Learning Experience (i.e., group and individual) from the Workshop Impact form to the columns below. Add the subtotals to obtain your total module score.

GROUP		**INDIVIDUAL**	
Learning Experience		Learning Experience	
1 = score (1-4)	________	1 = score (1-4)	________
2 = score (1-4)	________	2 = score (1-4)	________
3 = score (1-4)	________	3 = score (1-4)	________
Total (add up)	________	Total (add up)	________

Total of the GROUP learning experience scores and INDIVIDUAL learning experience scores = ________. Actual Total Score ________ Compared to Maximum Total* ________.

*Maximum total is the number of learning experiences taught times four (4).

Performance Indicators

As you conduct the workshop component of this training module, the facilitator's outline will suggest individual or group activities which require written or oral responses. The following list of **performance indicators** will assist you in assessing the quality of the participants' work:

Module Title: *Influence Legislation*

Module Number: CG B-1

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 1: Identify future actions that can be taken to improve career guidance program activities of interest.	1. Participants were able to identify at least three federal and state laws that have impact on career and guidance programs. 2. Participants were able to discuss strategies for future utilization of specific legislative provisions.
Group Activity Number 2: Identify strategies for using available legislation to establish a community-based guidance program.	1. Participants were able to list at least 10 activities they would conduct to effectively utilize legislation. 2. Participants were able to list at least five activities they would not conduct to effectively utilize legislation.
Group Activity Number 3: Draft legislation that addresses a specific need and prepare a plan of action leading to introduction and passage of the legislation.	1. Participants were able to prepare a draft piece of legislation. 2. Participants were able to identify appropriate mechanisms to ensure passage of legislation.

NOTES

REFERENCES

American School Counselor Association. *The Legislative Game: Government Relations, Political Action.* Washington, DC: 1974. Videotape.

Bottoms, G.; Griffin, D.; Kroll, J.D.; and Phillips, L. *American Vocational Association Legislative Kit.* Washington, DC: American Vocational Association, 1978.

Drier, H.N. and Herr, E.L. *Solving the Guidance Legislative Puzzle.* Washington, DC: American Personnel and Guidance Association and American Vocational Association, 1978.

Education Commission of the States. *Legislating for Career Education: A Handbook for State Policy Makers.* Report No. 118. Denver, CO: 1979.

Halprin, S. "For the Powerless--and Those Who Don't Know Their Own Power." Washington, DC: Institute for Educational Leadership, 1979. Unpublished paper.

Heddesheimer, J. and Erpenbach, W.J. *Government Liaison Worker Handbook.* Washington, DC: American Personnel and Guidance Association, 1979.

Wigtil, J.V. and Bandy, I.G. "Counseling-Related Legislation: A Seminar." *Counselor Education and Supervision* 18, no. 1 (1978): 58-64.

Zuckerman, D.W. and Horn, R.E. *The Guide to Simulation Games for Education and Training.* Lexington, MA: Information Resource Systems, 1973.

ADDITIONAL RESOURCES

American Vocational Association Legislative Kit. G.J. Bottoms, Dean Griffin, John D. Kroll, and Linda Phillips. American Vocational Association, 2020 North 14th Street, Arlington, VA 22201, 1978.

This unique publication is intended to be used by AVA members as a reference when they are carrying out various responsibilities related to influencing, shaping, and supporting legislation. The format allows easy expansion, separation, filing, or duplication of information. Sections which can be conveniently updated include background information on Congress, a roster of current members of Congress and State legislators a description of the AVA legislative network, legislation strategies, current legislative issues, and a legislative training guide as well as eight related appendices. The "kit"--which is actually an 8½ x 11 mimeographed monograph--is an especially useful tool in conducting legislative/political action training sessions for counseling and guidance personnel.

Government Liaison Worker Handbook. J. Heddesheimer and William Erpenbach. American Association for Counseling and Development, 5999 Stevenson Avenue, Alexandria, VA 2230, 1979.

This publication is intended for persons who serve in this association's government relations legislative/political action network. Provided in this second edition are resource information on the structure of AACD's government relations activities, descriptions of the workings of government, individual's role descriptions and responsibilities, step-by-step procedures to follow in influencing and shaping legislation, and a vast array of informational, training, and organizational materials related to establishing and carrying out a comprehensive government relations program. This handbook is among the most thorough of its type presently available and should be used whenever legislative/political action training sessions are planned and carried out for counseling and guidance personnel.

Interim Report with Recommendations for Legislation. National Advisory Council for Career Education, Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402, 1975.

Part I of this report presents recommendations for enacting career education legislation and a proposal for federally funding career education's goals for grades K-12 in each of the states over a five-year period. It outlines activities and specifies the amount needed to meet the federal government's nine major goals at state and local levels. Part II of this 36-page report is a statement of the rationale for national career education policy. Part III descibes the membership and activities of the National Advisory Council for Career Education.

Legislating for Career Education: A Handbook for State Policy Makers: Report Number 118. Education Commission of the States. Denver, CO, 1979.

Presented in this 76-page booklet are responses to the questions: "Should career education legislation be enacted at all?" "How should it be paid for?" "How long should it take to achieve full implementation?" "How can on-going efforts be built upon and encouraged?" In addition, suggestions for a career education bill are provided together with a thorough analysis of P.L. 95-207, The Career Education Incentive Act of 1978. The reader will find this booklet very helpful in implementing the provisions of that federal law and shaping state legislation for career education.

The Legislative Game: Government Relations Political Action. (videotape). American School Counselor Association, 5999 Stevenson Avenue, Alexandara, VA 22304, 1974.

This two-part (20 minutes each) color videotape features a discussion by individuals from the counseling profession known for their legislative expertise at the state and federal levels. Part I is devoted to a general discussion of how to become involved in "grassroots" legislative activities, how to develop legislative programs, and how to work directly with members of the state legislature in making needs known. In Part II, presenters share their successes and failures in legislative activities. Examples of publications, newsletters, and related brochures are shown. The tapes are excellent tools for personalizing legislative/political action workshops and getting participants' attention and involvement.

Solving the Guidance Legislative Puzzle. Harry N. Drier and Edwin L. Herr, eds. American Association for Counseling and Development, 5999 Stevenson Avenue, Alexandria, VA 22304, and American Vocational Association, Inc., 2020 N. 14th Street, Arlington, VA 22201, 1978.

This handbook is designed to help guidance personnel understand the legislative process, the full intent of the federal law, Guidance and Counseling for the Elderly, (P.L. 94-482), and the various methods of accessing monies made available by P.L. 94-482. Separate sections deal with comprehensive guidance programs (including special populations and guidance linkages), ways of influencing the legislative process, state level administration of federal funding, grantmanship, and legislative inservice training.

APPENDIX 1

DESCRIPTION OF SELECTED FEDERAL PUBLIC LAWS

Presented in this appendix is a description of each of 16 federal laws affecting the field of career guidance. Wherever possible, each review is presented in a standard format. This was not always possible due to the varying formats of the laws themselves. In each instance, a discussion of the implications of the legislation and important provisions has been provided.

You should find this appendix especially helpful in identifying relevant items of interest in the legislation. These reviews facilitate quick reference and condense many pages of the specific legislative provisions into easy to understand language.

The specific laws reviewed and discussed in this appendix and the names of their reviewer are:

Public Law #	Title	Reviewer
97-300	Job Training Partnership Act 1982	Drs. Jack A. Hamilton and G. Brian Jones
98-524	Carl D. Perkins Vocational Education Act of 1984	Mr. David B. Andrews
95-561	Education Amendments of 1978	Dr. Judy H. Lombana
94-142	Education of All Handicapped Children Act of 1975	Dr. Charles W. Humes
95-523	Full Employment and Balanced Growth Act of 1978	Dr. John Bailey
93-415	Juvenile Justice and Delinquency Prevention Act of 1974; Amendments in 1977 (P.L. 95-115) and 1980 (P.L. 96-509)	Ms. Patricia Hooper (updated by Dr. G. Brian Jones)
93-641	National Health Planning and Resources Development Act of 1974	Dr. Leonard G. Perlman
95-478	Older Americans Act Amendments of 1978 and 1984	Ms. Mary L. Ganikos (updated by Mr. David B. Andrews)
95-602	Rehabilitation Amendments of 1978	Dr. Leonard G. Perlman
30	Wagner-Peyser Act	Dr. John Bailey
92-318	Indian Education Act of 1972 and Amendments of 1978	Dr. G. Brian Jones

95-561	Community Schools and Comprehensive Community Education Act of 1978	Dr. Linda Phillips-Jones
96-374	Higher Education Amendments of 1980	Dr. Linda Phillips-Jones
93-644	Economic Opportunity Act of 1974	Drs. Jack A. Hamilton and Linda Phillips-Jones
96-302	Small Business Development Center Act of 1980	Drs. Jack A. Hamilton and Linda Phillips-Jones
97-35	Omnibus Budget Reconciliation Act of 1981	Drs. Jack A. Hamilton and G. Brian Jones

The following list names the individuals who analyzed the federal laws and describes their positions at the time.

David B. Andrews - Professor of Psychology, Keene State College, Keene, New Hampshire.

John Bailey - Chairman, Department of Counseling and Guidance--Personnel Services, University of Nevada, Reno, and a past president of the National Employment Counselors Association.

Mary L. Ganikos - Associate Staff member, American Association for Counseling and Development, Washington, D.C.

Jack A. Hamilton - Director of Membership Services, Institute for Software Engineering, Sunnyvale, California.

Patricia Hooper - Coordinator of Guidance Services, Orange County, California and Chair, Government Relations Committee, American School Counselor Association.

Charles W. Humes - Director, Pupil Personnel Services, Greenwich, Connecticut Public Schools.

G. Brian Jones - Principal Research Scientist, American Institutes for Research, Palo Alto, California.

Judy H. Lombana - Associate Professor, University of North Florida, Jacksonville and a past chair, Government Relations Committee, American Association for Counseling and Development.

Leonard G. Perlman - Consultant in Rehabilitation and Education, Washington, D.C.

Linda Phillips-Jones - Research Scientist, American Institutes for Research, Palo Alto, California.

JOB TRAINING PARTNERSHIP ACT OF 1982

P.L. 97-300

Analysis by Jack A. Hamilton and G. Brian Jones

Content Outline

Title I--Job Training Partnership

Part A Service Delivery System

Sec. 101: Establishment of Service Delivery Areas
Sec. 102: Establishment of Private Industry Council
Sec. 103: Functions of Private Industry Council
Sec. 104: Job Training Plan
Sec. 105: Review and Approval of Plan
Sec. 106: Performance Standards
Sec. 107: Selection of Service Providers
Sec. 108: Limitation on Certain Costs

Part B Additional State Responsibilities

Sec. 121: Governor's Coordination and Special Services Plan
Sec. 122: State Job Training Coordinating Council
Sec. 123: State Education Coordination and Grants
Sec. 124: Training Programs for Older Individuals
Sec. 125: State Labor Market Information Programs
Sec. 126: Authority of State Legislature
Sec. 127: Interstate Agreements

Part C Program Requirements for Service Delivery System

Sec. 141: General Program Requirements
Sec. 142: Benefits
Sec. 143: Labor Standards
Sec. 144: Grievance Procedure
Sec. 145: Prohibition against Federal Control of Education

Part D Federal and Fiscal Administrative Provisions

Sec. 161: Program Year
Sec. 162: Prompt Allocation of Funds
Sec. 163: Monitoring
Sec. 164: Fiscal Controls; Sanctions
Sec. 165: Reports, Recordkeeping, and Investigations
Sec. 166: Administrative Adjudication
Sec. 167: Nondiscrimination
Sec. 168: Judicial Review
Sec. 169: Administrative Provisions
Sec. 170: Utilization of Services and Facilities
Sec. 171: Obligational Authority

Part E Miscellaneous Provisions

Sec. 181: Transition
Sec. 182: Criminal Provisions
Sec. 183: Reference
Sec. 184: Repealers

Title II--Training Services for the Disadvantaged

Part A Adult and Youth Programs

Sec. 201: Allotment
Sec. 202: Within State Allocation
Sec. 203: Eligibility for Services
Sec. 204: Use of Funds
Sec. 205: Exemplary Youth Programs

Part B Summer Youth Employment and Training Programs

Sec. 251: Authorization of Appropriations; Allotment and Allocation
Sec. 252: Use of Funds
Sec. 253: Limitations
Sec. 254: Applicable Provisions

Title III--Employment and Training Assistance for Dislocated Workers

Sec. 301: Allocation of Funds
Sec. 302: Identification of Dislocated Workers
Sec. 303: Authorized Activities
Sec. 304: Matching Requirement
Sec. 305: Program Review
Sec. 306: Consultation with Labor Organizations
Sec. 307: Limitations
Sec. 308: State Plans; Coordination with Other Programs

Title IV--Federally Administered Programs

Part A Employment and Training Programs for Native Americans and Migrant and Seasonal Farmworkers

Sec. 401: Native American Programs
Sec. 402: Migrant and Seasonal Farmworker Programs

Part B Job Corps

Sec. 421: Statement of Purpose
Sec. 422: Establishment of the Job Corps
Sec. 423: Individuals Eligible for the Job Corps
Sec. 424: Screening and Selection of Applicants; General Provisions
Sec. 425: Screening and Selection: Special Limitations
Sec. 426: Enrollment and Assignment
Sec. 427: Job Corps Centers

Sec. 428: Program Activities
Sec. 429: Allowances and Support
Sec. 430: Standards of Conduct
Sec. 431: Community Participation
Sec. 432: Counseling and Job Placement
Sec. 433: Experimental and Developmental Projects and Coordination with Other Programs
Sec. 434: Advisory Boards and Committees
Sec. 435: Participation of the States
Sec. 436: Application of Provisions of Federal Law
Sec. 437: Special Provisions
Sec. 438: General Provisions
Sec. 439: Donations

Part C Veterans' Employment Programs

Sec. 441: Programs Authorized

Part D National Activities

Sec. 451: Multistate Programs
Sec. 452: Research and Demonstration
Sec. 453: Pilot Projects
Sec. 454: Evaluation
Sec. 455: Training and Technical Assistance

Part E Labor Market Information

Sec. 461: Labor Market Information; Availability of Funds
Sec. 462: Cooperative Labor Market Information Program
Sec. 463: Special Federal Responsibilities
Sec. 464: National Occupational Information Coordinating Committee
Sec. 465: Job Bank Program

Part F National Commission for Employment Policy

Sec. 471: Statement of Purpose
Sec. 472: Commission Established
Sec. 473: Functions of the Commission
Sec. 474: Administrative Provisions
Sec. 475: Reports

Part G Training to Fulfill Affirmative Action Obligations

Sec. 481: Affirmative Action

Title V--Miscellaneous Provisions

Sec. 501: Amendments to the Wagner-Peyser Act
Sec. 502: Amendments to Part C of Title IV of the Social Security Act
Sec. 503: Earnings Disregard
Sec. 504: Enforcement of Military Selective Service Act

JOB TRAINING PARTNERSHIP ACT OF 1982

Introduction

The Job Training Partnership Act is a replacement for the Comprehensive Employment and Training Act (CETA) and became effective in fiscal year 1984. The act includes the forming of local Private Industry Councils in each state, made up of individuals representing business and industry, education, labor, community-based organizations, rehabilitation agencies, economic development agencies, and the public employment service. With local governments, the Private Industry Councils have responsibility to provide policy guidance for and exercise oversight with respect to job training activities in the area.

A governor may disapprove a local job training plan only if the plan is not in compliance with a specific provision of the act or the U.S. Department of Labor regulations, or if it is not in compliance with the state's coordination criteria. However, the act adds that the governor's disapproval of any job training plan may be appealed to the secretary of labor.

The act authorizes a broad range of training activities, including on-the-job training, institutional and classroom training, remedial education and basic skills training, exemplary youth programs, and other activities to prepare economically disadvantaged adults and youths for unsubsidized employment. At least 40 percent of the funds, adjusted according to the proportion of youth in the eligible population, must be used to serve youth.

Of the participants in the programs, 90 percent must be economically disadvantaged and up to 10 percent of the participants may have other barriers to employment such as displaced homemakers, offenders, teenage parents, and older workers. The act also authorizes a program of assistance to long-term unemployed workers or those who have been terminated or have received a notice of termination as a result of a permanent closure of a plant or facility. Such assistance includes job search assistance, retraining, relocation assistance, and supportive services.

There are five titles of the act, two of which contain the main provisions. Title I describes the delivery system and requirements governing its operation. Title II, Part A, is the major operating authority, covering training and related services for disadvantaged youth and adults. Part B continues summer youth employment and training programs under a separate appropriation. Title III provides for training, retraining, and related services for dislocated workers, and represents the second major authorization in the act. Title IV is a collection of federally administered programs, which includes the Job Corps under a separate appropriation. Title V has several miscellaneous provisions dealing with amendments to the Wagner-Peyser Act and the Social Security Act. It also requires registration for the draft by those required to register as a condition of participation in the provisions of this act.

The career guidance implications of P.L. 97-300 are extensive and are addressed by all titles of this act. Guidance personnel will want to study the legislative provisions of each title to identify areas where career planning and development resources are needed. A few examples include: (1) involvement in the design and implementation of local job training plans, (2) membership on Private Industry Councils, and (3) presentation of career assistance to economically disadvantaged adults and youth who are receiving training assistance under the provisions of this act. In the following analysis of each of the five titles, suggestions are presented for ways career guidance activities could be incorporated.

Summary of Significant Sections

Title I--Job Training Partnership

At the state level the governor, with advice of the State Job Training Coordinating Council, is the administering official. Federal funds go directly to the governor, who keeps 22 percent and sends the other 78 percent on to the service delivery areas. Of the 22 percent, 8 percent goes to state education programs, 3 percent for job training for older persons, 6 percent for incentive grants to programs that exceed performance goals, and 5 percent for state-level administration and statewide training programs. The governor must appoint a State Job Training Coordinating Council, with the chairperson and one-third of the membership from business and industry, at least 20 percent from state agencies and legislature, at least 20 percent from local governments, and at least 20 percent from the general public including community-based organizations and local educational agencies. This council recommends the two-year state plan, advises the governor and local units of its operation, and assesses its results.

At the local level, the act is administered under joint responsibility by the Private Industry Council and elected officials. Any local general government unit (city or county), or a contiguous consortium of two or more such units with at least 200,000 population, or a former CETA prime sponsor in a rural area without 200,000 population, may request to be designated as a service delivery area. The governor must approve these requests, and may approve a request from any local government or consortia with fewer than 200,000 population if it serves a substantial portion of a labor market area. In an estimated 18 to 20 states the entire state may be designated as the service delivery area.

In each service delivery area, the principal elected official (or officials in a consortium of local governments) must appoint members of a Private Industry Council (PIC) from nominations of at least 150 percent of the number appointed. The chairperson and a majority of the members must be owners of business concerns, chief executives or chief executive officers of nongovernmental employers, or other private sector executives who have substantial management or policy responsibilities. These private sector members must be nominated by general purpose business organizations (e.g., chambers of commerce) that admit to membership any for-profit business operating within the service delivery area. Whenever possible, at least one-half shall be representatives of small businesses, including minority businesses.

The remaining members of each Private Industry Council must include educational representatives who are nominated by local educational agencies, vocational education institutions, institutions of higher education, or general organizations of such schools, and by private and proprietary schools or general organizations of those schools within the service delivery area. They must represent all educational agencies in the service delivery area.

Finally, there must be additional members of each council selected from individuals recommended by recognized state and local labor organizations or appropriate building trades councils. Private Industry Councils in each state must be certified by the governor. If the entire state is a service delivery area, the State Job Training Coordinating Council or a portion of such council may be reconstituted as a Private Industry Council.

In agreement with local chief elected officials, PICs must determine how local two-year plans are to be developed, and name themselves or other agencies to prepare the plans. Each PIC must select itself or a unit of local government or a nonprofit private organization or any other entity to be the grant recipient and run the training program. Each council shall, in accordance with the plan, prepare and approve a budget for itself, may hire staff, and may incorporate. Whether or not each council designates itself as the training agency, it has a policymaking role but shares that role with the chief elected officials.

It is imperative that a career guidance perspective be reflected in the membership and activities of each State Job Training Coordinating Council and each local or statewide Private Industry Council. Guidance specialists have at least two options for ensuring that this perspective is at least considered by these important policysetting groups. They can volunteer, or nominate other career guidance personnel, to become members of these entities. Statewide associations of guidance personnel might want to seize this opportunity to have guidance representatives considered as potential members of these entities.

An additional option is for guidance specialists to collaborate with the ongoing activities of these policy boards. By providing recommendations, responding to requests for assistance, and volunteering to conduct guidance-related tasks for members of these groups, guidance representatives can influence the production and operation of local and statewide two-year plans that must be produced by these influential bodies.

Title II--Training Services for the Disadvantaged

The act authorizes a broad range of training activities, including on-the-job training, institutional and classroom training, remedial education and basic skills training, exemplary youth programs, and other activities to prepare economically disadvantaged adults and youth for unsubsidized employment. Ninety percent of the funds must be used for disadvantaged youth and adults. Up to 10 percent may be used for nondisadvantaged if they have encountered barriers to employment because of limited English language proficiency or are displaced homemakers, school dropouts, teenage parents, handicapped, older workers, veterans, offenders, alcoholics, or addicts. At least 40 percent of the funds must be used for youth aged 16 through 21.

The act authorizes funds to be used for 28 possible services:

- Job search assistance
- Job counseling
- Remedial education and basic skills training
- Institutional skill training
- On-the-job training
- Programs of advanced career training that provide a formal combination of on-the-job and institutional training, and internship assignments that prepare individuals for career employment
- Training programs operated by the private sector, including those run by labor organizations or by consortia of private sector employers
- Outreach to make individuals aware of and encourage the use of employment and training services
- Specialized surveys not available through other labor market information sources
- Programs to develop good work habits and other services for individuals to help them obtain and retain employment
- Supportive services necessary to enable individuals to participate in the program and to assist them in retaining employment (up to six months)
- Upgrading and retraining
- Education-to-work transition activities
- Literacy training and bilingual training
- Work experience
- Vocational exploration

- Attainment of high school equivalency certificates
- Job development
- Employment-generating activities to increase job opportunities for eligible individuals in the geographic area
- Preapprenticeship programs
- Disseminating information on program activities to employers
- Use of advanced learning technology for education, job preparation, and skills training
- Development of job openings
- On-site industry-specific training programs supportive of industrial and economic development
- Follow-up services with participants placed in unsubsidized employment
- Coordinated programs with other federal employment-related activities
- Needs-based payments necessary for participation in training programs in accordance with a locally developed formula or procedure
- Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of that training

In addition to the above activities, local job training plans may include one or more of the following:

- Education-for-employment program
- Preemployment skills training program
- Entry employment experience program
- School-to-work transition assistance program

These could also be programs operated by such organizations as the National Urban League, Jobs for Progress, United Way of America, the National Puerto Rican Forum, and National Council of La Raza--all of which are listed in the act under the definition: "community-based organization."

An extensive list of activities, services, and programs is identified above. The act, therefore, provides excellent examples of the wide range of impact guidance specialists can have if they are trained in, and committed to, providing comprehensive career guidance, counseling, placement, referral, follow-up, and follow-through to persons with special concerns. Guidance personnel who have program planning and operating competencies should be able to collaborate with other professionals in the private and public sectors, not only to design well-conceived local training plans in one or more of the above areas, but also to help support, implement, operate, and evaluate those plans. The importance cannot be overemphasized of guaranteeing that all persons who receive training under the provisions of this act also receive systematic assistance in career planning and goal setting before they begin their training programs and while they progress through them.

Title III--Employment and Training Assistance for Dislocated Workers

The act authorizes a program of assistance to long-term unemployed workers or those who have been terminated or have received a notice of termination as a result of a permanent closure of a plant or facility. Specifically, dislocated workers eligible for assistance are those who--

- have been terminated, laid off, or received notice of termination or layoff, are eligible for or have exhausted their unemployment benefits, and are unlikely to return to their previous industry or occupation;
- have been terminated or laid off as a result of any permanent plant closing; and
- are long-term unemployed, including older persons who are unemployed because of age.

Title III includes a separate appropriation, one-fourth of which may be reserved by the secretary of labor for persons affected by mass layoffs, national disasters, or federal government actions, or who live in areas of high unemployment or designated enterprise zones. The remaining three-fourths must be distributed to the states under the same weighted formula used for Title II funds, and must be matched with nonfederal public or private funds on a dollar-for-dollar basis that decreases as the rate of unemployment in a state exceeds the national rate. Title III funds may be used by the states for statewide or industry-wide programs, or programs within service delivery areas in coordination with the PICs and elected officials. These funds may be used for--

- job search assistance;
- job development;
- training in job skills for which demand exceeds supply;
- supportive services, including commuting assistance and financial and personal counseling;
- prelayoff assistance;
- relocation assistance; and
- programs in cooperation with employers or labor organizations to provide early intervention in a plant closing.

Once again, career guidance personnel have the same types of involvement opportunities under Title III as are discussed for Title II. Such impact possibilities for career guidance entail direct interventions with potential and actual participants in training programs supported by this act. They also include indirect intervention opportunities through which guidance personnel can cooperate with other professionals to improve the environment for dislocated workers--for example, through early assistance to businesses and industries facing temporary layoffs or shutdowns and by job development activities to promote job openings for displaced workers.

Title IV--Federally Administered Programs

There are eight programs under the act administered by the federal government: Job Corps, which has its own appropriation, and seven others, which share a 7 percent set-aside reserved from the Title II disadvantaged youth and adults appropriation.

The act preserves and strengthens the Job Corps program authorized under CETA essentially without changing the major provisions. There is a 10 percent limit on nonresidential programs, and the secretary of labor is required to pay allowances to Corps-members while in the program. The secretary may make agreements with state boards of vocational education to operate Job Corps Centers. In addition the secretary of labor, in cooperation with the secretary of education, is authorized to enter into agreements with state educational agencies to pay the cost of establishing and operating model community vocational education schools and skill centers.

Authority for nationally run employment and training programs for Native Americans and migrant and seasonal farmworkers is retained with minimal change.

The act authorizes not more than $5 million for the National Occupational Information Coordinating Committee (NOICC). Of this amount, at least 75 percent of the funds must be used to support State Occupational Information Coordinating Committees (SOICCs). The secretary of labor is required to cooperate with the secretary of education, the secretary of commerce, the secretary of defense, the secretary of the treasury, and the director of the Office of Management and Budget in administering this program. NOICC's membership is expanded to include the assistant secretary of commerce for economic development, and the assistant secretary of defense for manpower, reserve affairs, and logistics.

The National Commission for Employment Policy is reconstituted as a nongovernmental commission. It will have 15 members, including a representative from the National Advisory Council on Vocational Education (NACVE). Members shall be representative of various constituent groups, including education (elementary, secondary, postsecondary, and vocational and technical education). Among other functions, the commission will identify employment and training and vocational education needs of the nation and assess the extent to which there is a consistent, integrated, and coordinated approach to meeting these needs. The commission will also comment at least once a year on NACVE reports, and will advise the secretary of labor on the development of national performance standards.

The act also authorizes 5 percent of the national program funds (excluding Job Corps) for veterans' programs and authorizes research and demonstration, pilot projects, evaluation, and multi-state programs. The latter includes training addressed to fulfilling industry-wide skill shortages and nationwide problems, and serving specialized needs of particular client groups (offenders, those with limited English proficiency, handicapped, women, single parents, displaced homemakers, youth, older workers, workers lacking education credentials, public assistance clients, and others designated by the secretary).

In addition, the secretary of labor will provide directly or through grants, contracts, or other arrangements, appropriate preservice and inservice training for specialized, supportive, or other personnel, including job skills teachers, and appropriate technical assistance with respect to programs under this act, including the development and attainment of performance goals. Such activities may include the utilization of training and technical assistance capabilities that exist at the state and service delivery area level.

Because Title IV continues programs that formerly were administered by the federal government, there are readily available examples of how guidance specialists have influenced the design and conduct of those activities.

Guidance personnel are encouraged to continue their involvement in the Job Corps program, training and employment for Native Americans and migrant and seasonal farmworkers, veterans' programs, programs for persons with special needs, NOICC, SOICCs, and the National Commission for Employment Policy. It is hoped that this act will be the impetus for renewed and improved participation of guidance workers in these areas.

Title V--Miscellaneous Provisions

The act amends the Wagner-Peyser Act authorizing the public Employment Service by (1) establishing a formula for distribution of funds, two-thirds on the basis of civilian labor force and one-third on the basis of unemployment; (2) providing for funding on a program year basis; and (3) providing for local coordination with job training programs.

The act amends Part C of Title IV of the Social Security Act (WIN) to authorize job search assistance and require coordination of WIN activities with activities provided in a service delivery area under the Job Training Partnership Act.

Summary and Conclusions

P.L. 97-300 establishes programs to prepare youth and unskilled adults for entry into the labor force and affords job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment, who are in special need of such training to obtain productive employment. The act is a training program for the economically disadvantaged and is designed to encourage business, state, and local governments to work together to train and place these workers in permanent private sector jobs.

The act provides formula grants to the states with suballocations to service delivery areas. Training programs in these areas will be designed by PICs in coordination with local elected officials. The act promotes coordination between training programs and employment services by giving PICs planning authority over local employment service operations.

Retaining the Job Corps, the act also includes a separate retraining program for dislocated workers who have no reasonable prospect of returning to their prior employment. A separate authorization is included for summer youth employment and training programs for economically disadvantaged persons under the age of 22.

In conclusion, after a decade of growing support for community collaborative career guidance from the federal government, we can see in the Job Training Partnership Act of 1982 a shift to the private sector as the most likely candidate for further increased support. The act, authorizing a wide range of potential private/public sector partnership activities, appears to be an extension of the overall thrust toward increased community involvement and the trend of increased volunteer commitment. The vast majority of these activities, contained in Titles II and III of the act and detailed in the previous section of this summary point to improvements in career guidance for youth and adults with related needs for training of professionals from all sectors of the community in guidance-related competencies.

To achieve the promise of the Job Training Partnership Act for utilizing all community resources in improving career guidance for disadvantaged youth and adults, employers themselves must become more active in helping to organize PICs and in seeing that the PICs function effectively after they are established. For this to happen, local career guidance leaders from all community sectors must work closely with business leaders to resolve at least three key issues: (1) employers' disillusionment with previous CETA programs and trainees; (2) the tendency of business executives and government staff to misunderstand each other or not work well together; and (3) the lack of training or technical assistance to enable business executives to step into a strange new role. Resolving these issues will make it possible for the private sector to take its rightful place alongside public and volunteer agencies in a true community collaborative enterprise to deliver career guidance to the economically disadvantaged.

THE CARL D. PERKINS VOCATIONAL EDUCATION ACT OF 1984

P.L. 98-524

Analysis by David Andrews

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THE CARL D. PERKINS VOCATIONAL EDUCATION ACT OF 1984

Introduction

The Carl D. Perkins Vocational Education Act of 1984 is a landmark piece of legislation with sweeping implications for guidance and counseling. The breadth and significance of the Act is best seen in Section 2.

> "Statement of Purpose
>
> "Sec. 2. It is the purpose of this Act to--
>
> "(1) assist the States to expand, improve, modernize, and develop quality vocational education programs in order to meet the needs of the Nation's existing and future work force for marketable skills and to improve productivity and promote economic growth;
>
> "(2) assure that individuals who are inadequately served under vocational education programs are assured access to quality vocational education programs, especially individuals who are disadvantaged, who are handicapped, men and women who are entering nontraditional occupations, adults who are in need of training and retraining, individuals who are single parents or homemakers, individuals with limited English proficiency, and individuals who are incarcerated in correctional institutions;
>
> "(3) promote greater cooperation between public agencies and the private sector in preparing individuals for employment, in promoting the quality of vocational education in the States, and in making the vocational system more responsive to the labor market in the States;
>
> "(4) improve the academic foundations of vocational students and to aid in the application of newer technologies (including the use of computers) in terms of employment or occupational goals;
>
> "(5) provide vocational education services to train, retrain, and upgrade employed and unemployed workers in new skills for which there is a demand in that State or employment market;
>
> "(6) assist the most economically depressed areas of a State to raise the employment and occupational competencies of its citizens;
>
> "(7) to assist the State to utilize a full range of supportive services, special programs, and guidance, counseling and placement to achieve the basic purposes of this Act;
>
> "(8) improve the effectiveness of consumer and homemaking education and to reduce the limiting effects of sex-role stereotyping on occupations, job skills, levels of competency, and careers; and
>
> "(9) authorize national programs designed to meet designated vocational education needs and to strengthen the vocational education research process."

As number 7 of these purposes indicates, guidance, counseling, and placement are to be fully involved in the achievement of all basic purposes of the Act. The most explicit references to guidance and counseling are included in Title III, Part D, Comprehensive Career Guidance and Counseling Programs, but all sections of the Act have either direct or indirect relevance to guidance and counseling.

Two general features of this Act are particularly worth noting. First, the Act seeks to prevent the use of funds authorized under it for the general support of standing programs, whether they be vocational training programs or guidance and counseling programs. The Act explicitly states that funds are to be used for providing services to the identified target groups. The funds authorized are to pay for costs in addition to those that would be used for the general population. Thus, the intention of this Act is to promote and support the creation of programs for groups of individuals identified as particularly needy. This should encourage the direct approach to the identified groups and some creativity in the development of programs which will address their needs. While the role of guidance and counseling is addressed rather generally, the specific target groups and the goals of the Act offer great possibilities for the development of innovative and effective programs.

A second general feature of the Act is that it "holds-harmless" (Title I, Part B, State Plans). This ". . . provides assurance that for each fiscal year, expenditures for career guidance and counseling from allotments for Title I and Part D of Title III will not be less than the expenditures for such guidance and counseling in the State for the fiscal year 1984 assisted under Section 134(a) of the Vocational Education Act of 1963." Thus, though the Act is more explicit in the groups for whom the funds are to be expended, there is a provision to ensure that the funds will not decrease.

To best understand and address this Act individuals involved in guidance and counseling must adopt a comprehensive view of the context and goals of their work. The Act explicitly promotes a sensitivity to the employment market within which any training will occur. Cooperation between educators and the private sector is strongly encouraged. Preparing targeted individuals for new and emerging occupations and development of appropriate skills for these new occupations (e.g., computer skills) are strongly promoted. Research and evaluation are supported to attempt to ensure that these programs will not only be effective, but will be responsive to changes in the pool of individuals to be addressed and the labor market. The Act also attempts to promote sensitivity to those with the greatest need for assistance, especially those who have often not been addressed in the past, such as homemakers, single parents, adults in need of retraining, and men and women entering nontraditional occupations for their sex. Obstacles to employability or successful job performance such as child care, language limitations, and transportation are also included within the scope of this Act.

The opportunities for counselors provided by this Act are extremely broad and important. Planning, service delivery, training, research, demonstration projects, evaluation, and coordination are all places where counselors can become involved or will be affected by this legislation. Within the context of providing effective vocational education services to the targeted populations, this Act promotes a broad cooperative perspective on the counseling and guidance profession's role in the full implementation of the provisions of the law.

Summary of Significant Sections

Title I--Vocational Education Assistance to the States

Part A establishes funding formulas, specifically identifying the percentages which are to be allocated to services for various age groups and includes funding formulas for Indian and Hawaiian native programs. Section 111 mandates the establishment of the State Board of Vocational Education which is responsible for oversight of all aspects of the program in each state. Counselors could gain membership on the State Board for direct participation in planning. The State Board is also directed to delegate responsibility to appropriate groups or individuals, including those responsible for career guidance and counseling. Individuals may be selected by the State Board to administer parts of the program as well as to serve on technical committees set up by the State Board. Section 112 establishes the State Council on Vocational Education, appointed by each State Governor or the State Board of Education. Of the 13 members on the State Council, 6 are selected from a pool which specifically identifies career guidance and counseling organizations as an appropriate pool for members. The State Council will act in an advisory capacity to the State Board in all aspects of the implementation of the law. Section 113 directs the State Board to formulate the State Plan in consultation with the State Council and following public hearings. The State Plan must address a number of issues of interest to counselors. Participation in the process by which the State Board formulates the State Plan is a very important way in which to shape a State's implementation of the law.

Title II--Basic State Grants for Vocational Education

Section 201 identifies target groups as: handicapped individuals, disadvantaged individuals, adults who are in need of training and retraining, individuals who are single parents or homemakers, individuals who participate in programs designed to eliminate sex bias and stereotyping in vocational education, and criminal offenders who are serving in a correctional institution. Section 251 adds to those: out-of-school youth and adults, which may include employed workers or workers who are unemployed or threatened with unemployment as a result of technological change or industrial dislocation, workers with limited English proficiency, and displaced homemakers and single heads of households.

Section 204 requires a number of things in which counselors should be involved. Equal access is to be assured, programs are to be planned and coordinated for each individual, students and parents are to be provided information about these programs at least one year before they are eligible, each student is to have an assessment of interests, abilities, and special needs with respect to successful completion of the vocational education program, special services are to be provided, "guidance, counseling, and career development activities (are to be) conducted by professionally trained counselors who are associated with the provision of . . . services," and "counseling services designed to facilitate the transition from school to post-school employment and career opportunities (are to be provided)." Title II, Part B promotes the expansion of existing programs to groups not effectively served and encourages the development of new exemplary and innovative programs. Counseling services are specifically mentioned, as are: coordinating efforts between employers and eligible recipients to ensure responsiveness to the labor market, placement services for students who have successfully completed training, and inservice and preservice training to increase counselor competence.

Title III--Special Programs

Section 301 discusses the manner in which each community-based organization which seeks to receive assistance shall, jointly with the appropriate eligible recipient, submit an application to the State Board. Funds are available for outreach programs, transitional services, "such as attitudinal and motivational prevocational training programs," career intern programs, assessment of student needs in relation to vocational education and jobs, guidance and counseling with respect to occupational choices.

Part B, Consumer and Homemaker Education, does not specifically mention counseling services, but virtually all the directed programs are ones in which counselors could and should be involved. Similarly, Part C, Adult Training, Retraining and Employment Development, does not mention counselors, but all planning, delivery of services, training, coordination of programs warrant the direct participation of counselors.

Part D, Grants for Career Guidance and Counseling, is the portion of the law which specifically details the proposed involvement of counselors in the implementation. All programs are to be organized and administered by certified counselors and are to be in accord with the State Plan. This means that involvement in the creation of the State Plan will be of critical importance to counselors. The law directs such programs to assist individuals--

> "(1) to acquire self-assessment, career planning, career decisionmaking, and employability skills;
>
> "(2) to make the transition from education and training to work;
>
> "(3) to maintain marketability of current job skills in established occupations;
>
> "(4) to develop new skills to move away from declining occupational fields and enter new and emerging fields in high-technology areas and fields experiencing skills shortages;
>
> "(5) to develop midcareer job search skills and to clarify career goals; and

"(6) to obtain and use information on financial assistance for postsecondary and vocational education, and job training."

The programs for career guidance and counseling are to work for equal access to all individuals and to enlist the collaboration of all segments of the population. Authorized programs include: instructional activities; activities to ensure quality and effectiveness of career guidance and counseling (including, "counselor education . . . training of support personnel, curriculum development, research and demonstration projects, experimental programs, instructional materials development, equipment acquisition, and State and local leadership and supervision); opportunities for counselors to get experience in business and industry; opportunities for students to become acquainted with business, industry and the labor market; and training opportunities including those in apprenticeable occupations.

Section 333 directs that experiences and information gained from this part of the law be shared with administrators for the purpose of more effective program planning, and that funds be used to assist in providing State leadership "qualified by experience and knowledge in guidance and counseling."

Part E, Industry-Education Partnership for Training in High Technology Occupations specifically addresses fields of emerging employment. Section 343 supports "training and retraining of instructional and guidance personnel," the acquisition of guidance equipment, and "the commitment to serve all segments of the population . . . (as demonstrated by special efforts to provide outreach, information, and counseling, . . .)."

Title IV--National Programs

Part A, Research, is intended to support research which will improve access to vocational education programs of "individuals who are disadvantaged, who are handicapped, women who are entering into nontraditional occupations, adults who are in need of retraining, individuals who are single parents or homemakers, individuals with limited English proficiency, and individuals who are incarcerated in correctional institutions." Since this research will be used in the future development of programs for these and others groups, counselors should be involved in the design, conduct and evaluation of this research. Leadership development and inservice education for counselors are also supported in this Part. Section 404 established the National Center for Research in Vocational Education. An advisory committee is established for the National Center, one of whose members is to be "an individual recognized nationally for work in guidance and counseling in the field of vocational education."

Part B authorizes various demonstration programs. Section 411 discusses cooperative programs between the private and public sectors, including work experience and apprenticeship programs, transitional programs and placement services. These programs will involve counselors in their design and implementation. Section 415 directs the establishment of one or more demonstration centers which can show "the application of general theories of vocational education to the specific problems of retraining displaced workers." Section 417 directs the establishment of demonstration centers focusing on the special vocational education needs of older individuals. Counseling services are specifically to be provided by any center established under this subpart.

Part C establishes National and State Vocational Education and Occupational Information Data Systems. Each State will have a State Occupational Information Coordinating Committee. This will be the source for information on labor markets and other statistics that are essential in effective counseling.

Part D establishes the National Council on Vocational Education. This group, three of whom are to be educators, are to be advisory to the President, Congress, and the Secretary of Education on matters relating to vocational education and the implementation of this law.

Part E provides support for Bilingual Vocational Training. Specifically grants are to be made available for, "preservice and inservice training for instructors, aides, counselors, or other ancillary personnel participating or preparing to participate in bilingual vocational training programs."

Title V--General Provisions

This title outlines the various administrative procedures involved in the implementation of this Act. These will be of interest to those administering programs involving counseling services, but of little interest to those involved in the direct provision of services.

Summary and Conclusions

The Carl D. Perkins Vocational Education Act is a major revision of the 1963 Vocational Education Act (P.L. 88-210). The intent of this Act is to provide one comprehensive vehicle covering all vocational education and all services which are involved with vocational education. The Act places much emphasis on the full coordination of services among all those involved in producing successful occupational outcomes. Attempts are made to force all affected parties to work together, from those in need of training and employment, to the trainers, the counselors, the employers, to the various levels and agencies of government who are involved with job training and employment, to a research and data base which will make the programs responsive to existing needs and able to learn from experience. Counselor involvement in vocational education is mentioned quite centrally and frequently. It is clear that counselors are intended to play a major role in the implementation of this legislation. Even in those areas where counselors are not mentioned specifically, the opportunities for counselor involvement are excellent and important--from membership or State Boards and State Councils to the development of the State Plan, to the delivery and evaluation of services to the intended recipients, to the coordination of various features of the mandated programs.

This legislation is written in such a way as to promote creative solutions to the problem of effective delivery of vocational education services to those who need it most. This provides a great opportunity for gaining support for programs which are developed to meet identified needs, without adversely affecting other programs. Because the mandate in this Act is so broad, there is an excellent opportunity for counselors to participate in developing fully integrated programs which produce the vocational training and employment that are needed now and will be in the future.

EDUCATION AMENDMENTS OF 1978

P.L. 95-561

Analysis by Judy H. Lombana

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Part C Supportive Services and Activities

Title VIII--Community Schools

Sec. 807: Uses of Funds

Title IX--Additional Programs

Part A Gifted and Talented Children

Sec. 905: Discretionary Programs

Part B Educational Proficiency Standards

- Sec. 922: Achievement Testing Assistance

Part C Women's Educational Equity

- Sec. 932: Grant and Contract Authority
- Sec. 933: Application; Participation
- Sec. 934: Small Grants

Note: Funding for all titles except VII (Bilingual Education) and Title IX, Part C (Women's Educational Equity) is currently administered by the States with Block Grants received from the Federal Government as per P.L. 97-35, The Omnibus Budget Reconciliation Act of 1981.

THE EDUCATION AMENDMENTS OF 1978

Introduction

The general purposes of P.L. 95-561, the Education Amendments of 1978, are to update, revise, and support the various provisions of P.L. 89-10, the Elementary and Secondary Education Act of 1965. The original law and its periodic amendments have been designed to strengthen and improve educational quality and opportunities in the nation's elementary and secondary schools.

Various titles and sections of the 1978 Amendments have implications for guidance and counseling services as they are conducted in elementary and secondary schools (K-12). Such implications range from direct financial and leadership support of guidance (Title IV, Part D), to local education agency (LEA) assistance in the form of financial support for a variety of services (including guidance) for disadvantaged children (Title I, Part A), to grant support to state education agencies (SEAs) and LEAs for the purpose of improving educational programs for selected populations.

The responsibility for administering and monitoring the many provisions of the Education Amendments of 1978 rests with the U.S. Department of Education.

Summary of Significant Sections

Title I--Financial Assistance to Meet Special Educational Needs of Children

Title I provides financial assistance to local education agencies serving areas with concentrations of children from low-income families, including migrant, Indian, handicapped, neglected, and delinquent children. The focus is on children aged 5 to 17. Funds can be used to supplement salaries of school personnel, acquire equipment, and provide training. Guidance personnel serving Title I students can be supported under the provisions for noninstructional duties.

Title III--Special Projects

Part D, "Preschool Partnership Programs," provides for special service, including counseling and testing, for low-income children aged 3 to 4 and continued services for those same children at the elementary level. Funds can also be used to develop parent education programs. No less than 10 percent of funds available for the commissioner's Discretionary Projects will be used to support this program.

Part F, "Youth Employment," is designed to prepare students to enter the work force by providing work experience programs, enhancing job opportunities for youth, and providing assistance in the development of programs to enable students to make transitions from school to work; $7,500,000 was authorized to carry out these provisions.

Part J, "Correction Education," provides for grants to LEAs, SEAs, higher education institutions, and other nonprofit organizations for demonstration projects designed to facilitate the academic and vocational education of various offenders, including juvenile delinquents and youth offenders.

Title IV--Educational Improvement, Resources, and Support

Part C, "Improvement in Local Educational Practice," provides for demonstration grants designed to address educational problems in elementary and secondary schools and to provide a variety of other educational services. LEAs apply for grants through the SEA. Research and demonstration grants may include guidance services and a variety of innovative or exemplary programs have been conducted by LEA guidance personnel. Funds are allocated to each state on the basis of student enrollment.

Part D, "Guidance, Counseling, and Testing," provides for state-level leadership, support for guidance programs at the local level and for the support of an administrative unit within the Department of Education. Up to 7.5 percent of the allocation to states can be used for state-level leadership. Five percent of the total appropriated amount can be used to support the various activities of the administrative unit. The funds distributed to LEAs will be used at the complete discretion of the LEA.

Title V--State Leadership

Part B, "Strengthening State Education Agency Management," provides funding for a variety of activities of SEA leaders, including workshops, technical assistance, professional development, and development of materials.

The proposed use of the funds must be described in a state plan; appropriation must be at least equal to 15 percent of the amount appropriated for Title IV, Part C of each fiscal year. State-level guidance supervisors are eligible for support under these provisions.

Title VI--Emergency School Aid

Under the provisions of Section 607, LEAs may apply for grants that are designed to eliminate minority group segregation, discrimination, and/or isolation among students and faculty in elementary and secondary schools. These funds are to be used for programs designed to provide training for school personnel, employ additional staff members, acquire new materials or techniques, develop innovative educational activities, and similar strategies. Counselors and other guidance personnel are eligible to participate in and receive funding from these grants.

Title VII--Bilingual Education Programs

Part C, "Supportive Services and Activities," provides financial assistance for research and development proposals designed to improve educational practices for students whose native language is not English. Proposals can be developed by higher education institutions, private and nonprofit organizations, SEAs, and individuals. Guidance-related proposals would be eligible for funding.

Title VIII--Community Schools

Note: This title is a separate act described elsewhere in Module CG B-1.

Authorized in Section 807 are funds to provide a variety of community education activities, including community and human services, services for early school leavers, rehabilitation services for juvenile and adult education, and parent education programs. Guidance personnel are eligible service providers.

Title IX--Additional Programs

Part A, "Gifted and Talented Children" (Section 905), provides for direct grants to SEAs, LEAs, higher education institutions, and other public and private agencies. Such grants can be used for the identification of and services for gifted children as well as for training of school personnel.

Part B, "Educational Proficiency Standards" (Section 922), is designed to provide assistance to SEAs and LEAs in the dissemination of information, training of personnel, and research related to the testing of children.

Part C, "Women's Educational Equity," is designed to provide educational opportunities for women and girls. Section 932 provides for a variety of demonstrations activities, such as guidance and counseling activities (including the development of nondiscriminatory tests) and the improvement of programs in vocational and career education.

Summary and Conclusions

The Education Amendments of 1978 contain few direct references to guidance services beyond the designated sections in Title IV, Part B. However, a wide variety of educational programs sponsored by the amendments contain elements that, by implication, are within the province of guidance services. Direct grants to LEAs in several sections are open to guidance personnel in terms of program development and service delivery. Funds to employ and/or provide training for school personnel in specific educational endeavors are appropriate for guidance personnel. State-level guidance leaders and university counseling personnel are likewise eligible to compete for grant support in a variety of areas. Because several titles of the amendments specifically require that state plans reflect grant needs, guidance personnel have a responsibility to contribute to the development of such plans.

EDUCATION FOR ALL HANDICAPPED CHILDREN ACT

P.L. 94-142

Analysis by Charles W. Humes

Content Outline

Part A General Provisions

- Sec. 601: Statement of Findings and Purposes
- Sec. 602: Definitions
- Sec. 606: Employment of Handicapped Individuals

Part B Assistance for Education for All Handicapped Children

- Sec. 611: Entitlements and Allocations
- Sec. 612: Eligibility
- Sec. 613: State Plans
- Sec. 614: Application
- Sec. 615: Procedural Safeguards
- Sec. 618: Evaluation
- Sec. 619: Incentive Grants

EDUCATION FOR ALL HANDICAPPED CHILDREN ACT

Introduction

The law provides for a free, appropriate education for all handicapped children, ages 3 to 21. The legislative intent of the law is to adequately serve handicapped children whose needs are not being fully met. Among the issues addressed are individual program planning, least restrictive environments, due process procedures, personnel development, confidentiality of information, appropriate assessment techniques, and parental involvement.

Guidance personnel, especially those in schools, will be affected in a number of ways by the legislation. They will be called upon to serve the developmental and special needs of handicapped children. Guidance workers will find themselves involved, either by choice or direction, in individual program planning, mainstreaming strategies, program monitoring and the counseling of handicapped students and their parents.

The overseeing agencies are the U.S. Department of Education at the federal level and the state departments of education at the state level. Each state must submit to the secretary of education a plan that details the manner in which the provisions of the law will be carried out.

Summary of Significant Sections

A summary of the significant sections of P.L. 94-142 that relate to guidance and counseling follows with specific reference to the extent that they impact the guidance program management functions of planning, supporting, implementing, operating, and evaluating.

Section 601 provides background information on the necessity for the legislation. The purpose of the legislation is "to assure that all handicapped children have available to them . . . a free appropriate public education which emphasizes special education and related services designed to meet their unique needs, to assure that the rights of handicapped children and their parents or guardians are protected, to a assist states and localities to provide for the education of all handicapped children, and to assess and assure the effectiveness of efforts to educate handicapped children."

Section 602 defines the terms used in the law. "Special education" can be interpreted in a broad way to include career guidance throughout. "Related services" specifically mention counseling. The "individual education program" (IEP), which is the cornerstone of the law, has numerous implications for guidance and counseling.

Section 606 is an amendment that deals with the employment of qualified handicapped persons on programs assisted by the act. Unlike other parts of the law, this new section is concerned not only with career counseling for students, but guidance and counseling for handicapped adults who are qualified to be employed in special education or related services.

Section 611 delineates financial resources through entitlements and allocations and is applicable generally to all educational delivery systems including guidance and counseling. Section 612 deals with eligibility of states for financial assistance. It seeks to gain assurances that states have a policy enabling all handicapped children to have the right to a free appropriate public education. Reference is made to program goals and objectives. Guidance and counseling activities are subsumed through the requirement to establish the facilities, personnel, and services necessary for programs. Assessing needs will also affect guidance to the extent that children requiring related services must be identified and located. The concept of the least restrictive environment (LRE) is introduced in this section and is a significant aspect of the law for guidance and counseling. Under the LRE, handicapped children are to be educated with the nonhandicapped to the maximum extent possible. Accordingly, if a handicapped child is to be "mainstreamed," he or she will require most direct and indirect guidance services. Assurances are required to be sure that testing and evaluating procedures for evaluation and placement are not racially or culturally discriminatory. Guidance personnel can play a key role in designing these procedures and communicating evaluative results.

Section 613 describes the necessary components of applicable state plans. It seeks guarantees that policies and procedures be designed so that federal funds are spent in the proper manner. This section links the act to other related pieces of legislation (e.g., Elementary and Secondary Education Act of 1965 and the Vocational Education Act of 1984) in terms of services for the handicapped. This section has a strong statement on staff development. Under this requirement, guidance personnel can be expected both to receive and give inservice training. A program information network is required. Guidance personnel can use this means for disseminating significant information to teachers and administrators. Handicapped children enrolled in private schools are also included in this section, and guidance personnel should be aware of a possible impact on them caused by alternative delivery systems (e.g., dual enrollments, direct services, mobile units). The requirement of annual program evaluations (including the IEPs) can involve counselors in planning through team building, formulating goals and objectives, and in evaluating how the plans are implemented.

Section 614 concerns the application of a local or intermediate educational unit for payments under the act. It deals with the identification and location of handicapped children and the assurance that there will be participation of parents in program planning and in team meetings. Staff development with concommitant implications for guidance are included. There is a requirement that students participate in regular education programs, where appropriate, with obvious implications for guidance. The provision for record keeping, long considered to be a responsibility of guidance personnel, is cited in this section. Evaluations of the effectiveness of the IEP must occur at least annually.

Section 615 addresses procedural safeguards. As stated before, guidance personnel will be involved in collecting, developing, and organizing information related to the child's educational placement. Therefore, they should become familiar with the safeguards.

Section 618 requires evaluation of efforts under the act by the now-secretary of education. There is a reference here to the number and type of personnel needed to implement special education programs. They will have applicability to guidance planning.

Section 619 describes preschool incentive grants. The definitions of special education and related services are the same as they apply under Section 602. As such, they also have implications for guidance and counseling.

Section 620 defines children with specific learning disabilities. Guidance specialists who provide services to some of this handicapped group can become involved in program planning and implementation for them.

The major provisions of the law went into effect in October 1977. Authorized funding over a 5-year period ranges from 5 to 40 percent of the average per pupil expenditures in public and secondary schools. After the fiscal year ending September 30, 1982, the funding formula remains at 40 percent. There is no expiration date.

Summary and Conclusions

Although guidance and counseling has only a scant formal reference in the law, P.L. 92-142 has had a profound effect on guidance. A large number of guidance personnel in many districts and schools are playing key parts in its implementation by virtue of their training, experience, and knowledge. Some guidance specialists are not prepared for the demands being placed on them through the act. New expectations have developed on the parts of administrators, colleagues, and parents. There is the possibility for guidance personnel role redefinition in some school districts. This is already been recognized in some training programs where study is being undertaken as to merits of change in preservice and inservice education. Although guidance personnel have always had some contact with handicapped children, there is an awareness of the need for specific preparation and certification for these new sets of expectations.

Resources

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FULL EMPLOYMENT AND BALANCED GROWTH ACT OF 1978

P.L. 95-523

Analysis by John Bailey

Content Outline

Title I--Establishment of Goals and General Economic Policies

Sec. 101: Statement of Purpose
Sec. 102: Declaration of Policy
Sec. 103: Economic Report of the President and Short-term Economic Goals Policies
Sec. 104: Full Employment and Balanced Growth; Medium-term Economic Goals and Policies
Sec. 105: Provisions Applicable to Short-term and Medium-term Goals
Sec. 106: National Priority Policies and Programs Required for Full Employment and Balanced Growth
Sec. 107: The President's Budget
Sec. 108: Monetary Policy
Sec. 109: Overcoming Inflation
Sec. 110: Council of Economic Advisors
Sec. 111: Advisory Board or Boards

Title II--Structural Policies and Programs, Including Treatment of Resource Restraints

Sec. 201: Statement of Purpose
Sec. 202: Countercyclical Employment Policies
Sec. 203: Coordination with State and Local Government and Private Sector Economic Activity
Sec. 204: Regional and Structural Employment Policies
Sec. 205: Youth Employment Policies
Sec. 206: Job Training, Counseling, and Reservoirs of Employment Projects
Sec. 207: Capital Formation--Private and Public

Title III--Policies and Procedures for Congressional Review

Sec. 301: Statement of Purpose
Sec. 302: Committee Review
Sec. 303: Review of Economic Report as Part of the Budget Process
Sec. 304: Modification of Timetable for Achieving Unemployment Goals
Sec. 305: Exercise of Rulemaking Powers

Title IV--General Provisions

Sec. 401: Nondiscrimination
Sec. 402: Labor Standards

FULL EMPLOYMENT AND BALANCED GROWTH ACT OF 1978

Introduction

The purposes of the act are stated as follows: to translate into practical reality the right of all Americans to full opportunity for useful paid employment at fair rates of compensation if they are able, willing, and seeking to work; to assert the responsibility of the federal government to use all practicable programs and policies to promote full employment, production and real income, balanced growth, adequate productivity growth, proper attention to national priorities, and reasonable price stability; to require the president each year to set forth explicit short-term and medium-term economic goals; to achieve a better integration of general and structural economic policies; and to improve the coordination of economic policymaking within the federal government.

The general relationship of this public law to guidance is more philosophical than direct. One statement is the legislation serves to illustrate Section 2 (a)(5), "Unemployment exposes many families to social, psychological, and physiological costs, including disruption of family life, loss of individual dignity and self-respect, and the aggravation of physical and psychological illnesses, alcoholism and drug abuse, crime and social conflicts."

Summary of Significant Sections

Title I--Establishment of Goals and General Economic Policies

Section 2 states that it is the federal government's responsibility to foster "conditions which promote useful employment opportunities . . . for those able, willing and seeking to work. . . ."

Guidance personnel can assist in diagnosing "able" individuals, assist in creating the element of "willing," and provide avenues for the search implied in "seeking."

Under Section 3, the president's annual economic report will contain "employment objectives for certain significant subgroups of the labor force, including youth, women, minorities, handicapped persons, veterans and middle-aged and older persons."

Under Section 4, the above groups will have "every effort" made to reduce the differences in employment rates among them and the overall rate of employment. This can imply an intensive use of group guidance and individual counseling. Under this same section, the law directs that the executive branch will make studies, develop information, and make recommendations toward remedying these differences in rates of unemployment and include these in the annual *Employment and Training Report of the President* required under the Comprehensive Employment and Training Act of 1973.

Under Section 5 (b), in choosing the means to both reduce unemployment and to achieve price stability, "those means which are mutually reinforcing shall be used . . . ." The values clarification and career development packages facilitated by guidance personnel can have the mutually reinforcing effect of helping persons gain employment and increase their citizenship, level of participation, including money management.

Title II--Structural Economic Policies and Programs Including Treatment of Resource Restraints

Under Section 205, concern is again registered that unemployment among youth contributes to "crime, alcoholism, and drug abuse, and other social and economic problems." The president is to "improve and expand existing youth employment programs, recommending legislation where required. In formulating any such program, the president shall include provisions designed to fully coordinate youth employment activities with other employment and training programs; develop a smoother transition from school to work, prepared disadvantaged and other youths with employability handicaps for regular self-sustaining employment." This clearly implies that the Employment Service, JTPA, Job Corps, ESEA school programs, and others must interact; one interaction level is the level of peer-quality counseling and guidance services--that is, professional counselors working harmoniously together.

Section 206 requires the secretary of labor to "assure the availability of counseling, training and other support activities necessary to prepare persons willing and seeking work for employment," and to "refer persons able, willing and seeking to work to job opportunities. . . ."

The secretary of labor is supposed to provide for "an initial determination of the job seeker's ability to be employed at certain types and duration of work, so that such individuals may be appropriately referred to jobs, counseling and other supportive services." Appropriate eligibility criteria are to be developed. This implies complex appraisal and counseling skills beyond a simplistic job-matching services. Moreover, "ability" to work can include aptitude for work in its various dimensions.

Title III--Policies and Procedures for Congressional Review

Nothing of note for counseling and guidance.

Title IV--General Provisions

Under Section 401, the annual *Employment and Training Report of the President* shall provide a detailed analysis of the extent to which there are "positive results in both the quantity and quality of jobs, and for employment opportunities generally." Counseling and guidance personnel can obtain feedback from clients related to their concepts of "quality." They can also relate quality of jobs to the characteristics of those served.

Summary and Conclusions

This federal legislation has no direct references to guidance, yet there are numerous implications for guidance throughout. Guidance leaders can use the intent behind the law as well as its language to support the notion of comprehensive career guidance.

THE JUVENILE JUSTICE AND DELINQUENCY PREVENTION ACT OF 1974

P.L. 93-415

As Amended By

THE JUVENILE JUSTICE AMENDMENTS OF 1977 AND 1980

P.L. 95-115 and 96-509

Analysis by Patricia Hooper

(Updated by G. Brian Jones)

Content Outline

Title I--Findings and Declarations of Purpose

Sec. 101. Findings
Sec. 102. Purpose
Sec. 103. Definitions

Title II--Juvenile Justice and Delinquency Prevention

Part A Juvenile Justice and Delinquency Prevention Office

- Sec. 201. Establishment Office
- Sec. 202. Personnel, Special Personnel, Experts, and Consultants
- Sec. 203. Voluntary Service
- Sec. 204. Concentration of Federal Efforts
- Sec. 205. Joint Funding
- Sec. 206. Coordinating Council on Juvenile Justice and Delinquency Prevention
- Sec. 207. Advisory Committee
- Sec. 208. Duties of the Advisory Committee
- Sec. 209. Compensation and Expenses

Part B Federal Assistance for State and Local Programs

Subpart I Formula Grants

- Sec. 221. Purposes
- Sec. 222. Allocation
- Sec. 223. State Plans

Subpart II Special Emphasis Prevention and Treatment Programs

- Sec. 224. Purposes
- Sec. 225. Considerations for Approval of Applications
- Sec. 226. Withholding
- Sec. 227. Use of Funds
- Sec. 228. Payments
- Sec. 229. Confidentiality of Program Records (Added by P.L. 95-115)

Part C National Institute for Juvenile Justice and Delinquency Prevention

Sec. 241: Organization and Purpose
Sec. 242: Information Function
Sec. 243: Research, Demonstration, and Evaluation Functions
Sec. 244: Training Functions
Sec. 245: Institute Advisory Committee
Sec. 246: Annual Report
Sec. 247: Development of Standards for Juvenile Justice
Sec. 248: Confidentiality of Juvenile Records (Repealed by P.L. 95-115)
Sec. 249: Establishment of Training Program
Sec. 250: Curriculum for Training Program
Sec. 251: Enrollment for Training Program

Part D Administrative Provisions (Title changed by P.L. 95-115)

Sec. 261: Authorization of Appropriations
Sec. 262: Applicability of Other Administrative Provisions (Added by P.L. 95-115 while previous section was repealed)
Sec. 263: Effective Clause

Title III--Runaway and Homeless Youth Act

Sec. 301: Short Title: Runaway and Homeless Youth Act
Sec. 302: Findings
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Part A Grants Program

Sec. 311: Purposes of Grant Program
Sec. 312: Eligibility
Sec. 313: Approval by Secretary
Sec. 314: Grants to Private Agencies, Staffing
Sec. 315: Reports
Sec. 316: Federal Share

Part B Records

Sec. 321: Confidentiality of Juvenile Records (Added by P.L. 95-115, replaced original Section 321: Survey, Report and Section 322: Records)

Part C Reorganization (Added by P.L. 95-115)

Sec. 331: Reorganization Plan

Part D Authorization of Appropriations

Sec. 341: Funds Appropriated and Consultation/Coordination with Attorney General (Changes part of Section 331 from P.L. 93-415)

Title IV--Extension and Amendment of the Juvenile Delinquency Prevention Act
(Repealed by P.L. 95-115)

Title V--Miscellaneous and Conforming Amendments

Part A Amendments to the Federal Juvenile Delinquency Act

Sec. 501: Definitions
Sec. 502: Delinquency Proceedings in District Courts
Sec. 503: Custody
Sec. 504: Duties of Magistrate
Sec. 505: Detention
Sec. 506: Speedy Trial
Sec. 507: Disposition
Sec. 508: Juvenile Records
Sec. 509: Commitment
Sec. 510: Support
Sec. 511: Parole
Sec. 512: Revocation

Part B National Institute of Corrections

Sec. 521: Establishment in the United States Code

Part C Conforming Amendments

Secs. 541-
545: Amendments to the Omnibus Crime Control and Safe States Act of 1968

THE JUVENILE JUSTICE AND DELINQUENCY PREVENTION ACT OF 1974 AS AMENDED BY THE JUVENILE JUSTICE AMENDMENTS OF 1977 AND 1980

Introduction

P.L. 93-415 and its 1977 amendments in P.L. 95-115 represent an impressive step by the U.S. Congress to alleviate problems experienced by troubled youth. Their general purpose is to improve juvenile justice and prevent juvenile delinquency. More specifically, this brace of laws seeks to achieve these purposes: (1) provide for the evaluation of all federally assisted juvenile delinquency programs; (2) provide technical assistance to individuals and agencies developing and implementing juvenile delinquency programs; (3) establish training programs for people who work with delinquents or potential delinquents or who work in delinquency programs; (4) establish a centralized research effort and a clearinghouse of information gathered through such research; (5) develop and encourage the implementation of national standards for the administration of juvenile justice; (6) assist states and local communities in developing and implementing programs for keeping students in elementary and secondary schools, and (7) establish a federal assistance program to deal with the problems of runaway youth.

In addition, the above legislation coordinates the various federal programs dealing with the prevention and treatment of juvenile delinquency and provides federal funds to assist innovative state, local, and private programs. In 1977, P.L. 95-115 reauthorized for three more years the programs established under P.L. 93-415. These amendments also make a number of changes intended to increase the effectiveness of the 1974 act's programs.

Two of the basic definitions introducing this legislation illustrate the fact that guidance personnel and services constitute components of the programs Congress recommended. "Treatment" for juveniles includes "medical, educational, social, psychological, And vocational services, corrective and preventive guidance and training, and other rehabilitative services. . . ." Similarly, programs in "community-based" facilities may include, among other services, "psychological guidance" and "counseling." The implications this act and its 1977 amendments have for guidance specialists are apparent throughout their content.

Summary of Significant Sections

Title II--Juvenile Justice and Delinquency Prevention

Part A Juvenile Justice and Delinquency Prevention Office and Part B Federal Assistance for State and Local Programs. Part A, Title II of P.L. 93-415, established and outlined organizational guidelines for the Office of Juvenile Justice and Delinquency Prevention in the Department of Justice, Law Enforcement Assistance Administration (LEAA), an agency that was reorganized and retitled in 1980. It also set up the Coordinating Council on Juvenile Justice and Delinquency Prevention to coordinate all federal juvenile delinquency programs and the National Advisory Committee for Juvenile Justice and Delinquency Prevention, and to make recommendations on the planning, policy, priorities, operations, and management of the program.

It is Part B of Title II that addressed the nature and extent of federal support for state and local programs. Federal assistance, in the form of enabling language as well as monies, takes two forms in this Part B: first, formula grants; second, special emphasis prevention and treatment programs. Each of these areas has implications for guidance specialists and the promotion of comprehensive career guidance programs.

Subpart I, Formula Grants--These are authorized for state and units of local government to assist them in planning, implementing, and evaluating projects for more effective juvenile justice. In order to receive their formula grants, states must submit plans for carrying out the purposes of the act and its amendments. States must also have advisory groups; implement projects through local units of governments; do needs assessments; consult with related agencies (such as educational agencies); and work to develop effective means to prevent delinquency, to divert juveniles from the juvenile justice system, to provide community-based alternatives to juvenile detention and institutionalization, to encourage a diversity of alternatives within the juvenile justice system, and to establish and adopt juvenile justice standards. Community-based programs funded by formula grants must provide counseling services for the juveniles as well as work with their parents and other family members. Programs and/or services must be designed to encourage delinquents and other youth to remain in elementary and secondary schools or in alternative learning situations. Research should also be conducted; provisions must be made to ensure that all youth are treated equitably, including youths with such disadvantages as being female, being from minority cultures, being mentally retarded, or having emotional or physical handicaps. Privacy of records must be guaranteed as well.

A wide range of program options that can be supported by formula grant funds is suggested by these two pieces of legislation. Implicit in all of them, especially in light of the two definitions discussed above, is the possibility of incorporating and promoting career guidance components. In addition, support is provided for training activities, and it is conceived that guidance personnel can receive assistance under those provisions.

Subpart II. Special Emphasis Prevention and Treatment Programs--Public and private agencies, organizations, institutions, or individuals may apply for grants and be awarded contracts to develop, implement, and evaluate programs and efforts such as (1) new approaches to juvenile delinquency programs; (2) community-based alternatives to traditional forms of institutionalization; (3) effective means of diverting youths from the traditional juvenile justice system; (4) increased capability of public and private agencies to provide services for delinquents and other youth to help prevent delinquency; (5) model programs and methods to keep students in elementary and secondary schools and to prevent unwarranted and arbitrary suspensions and expulsions in addition to new approaches to prevent school violence and vandalism; (6) advocacy activities; (7) youth employment projects; (8) amending state legislation; and (9) addressing the relationship between juvenile delinquency and learning disabilities.

Several emphases of these contracts and grants are relevant to guidance personnel: (1) the extent to which a proposed project will incorporate new or innovative techniques (career guidance and counseling as now practiced entails many new and innovative techniques); (2) the increase in capacity of public and private agencies to provide services for delinquents and other youth to help prevent delinquency; and (3) the design of systematic approaches to keep students in elementary and secondary schools and to develop alternative strategies for dealing with antisocial behavior. These are just three examples of the types of activities that guidance specialists can have an impact on with support from P.L. 93-415 and P.L. 95-115.

Part C National Institute for Juvenile Justice and Delinquency Prevention. The institute was established in the Office of Juvenile Justice and Delinquency Prevention. It has three primary functions: (1) to collect, prepare, and disseminate useful data regarding the treatment and control of juvenile defenders; (2) to conduct, encourage, and coordinate research studies, demonstration projects, and evaluations on any aspect of preventing and treating delinquency; and (3) to provide training for representatives of law enforcement offices, teachers, and **other educational personnel**, as well as those people who typically work with juvenile offenders. The useful data include information relative to the prevention and treatment of delinquency. Educational programs are also considered here. The institute may also conduct, encourage, and coordinate research and evaluation efforts into any aspect of juvenile delinquency prevention and treatment, including new programs and methods, and demonstration projects addressing new, innovative, techniques. The institute is encouraged to work with educational institutions in such studies.

As relates to its training function, the institute is authorized to develop, conduct, and provide for seminars, workshops and training programs for persons working with juveniles and juvenile offenders. These staff development efforts will focus on the latest proven techniques and methods of prevention, control, and treatment of delinquency. The recipients of this training can include, among others, teachers and other **educational personnel** as well as correctional personnel, which could include counselors in the correctional setting. P.L. 95-115 extended such training to any "persons associated with law related education programs, youth workers, and representatives of private youth agencies connected with the treatment and control of juvenile offenders."

Title III--Runaway and Homeless Youth Act

Under Part A of this section, the secretary of health, education, and welfare (the program administrator selected for this program by Congress) is authorized to make grants to state and local agencies, nonprofit private agencies, and coordinated networks of such agencies. These grants support development of "local facilities to deal primarily with the immediate needs of runaway youth, or otherwise homeless youth, in a manner that is outside the law enforcement structure and the juvenile justice system." The act clarifies some of the federal requirements for such runaway houses and temporary shelters. One such requirement is that counseling services be provided to these youths who have left home without permission of their parents or guardians. Further, it even requires "an adequate plan for aftercare counseling involving runaway youth and their parents." In fact, one of the criteria that will be used to evaluate the accomplishments of runaway centers is their effectiveness "in helping youth decide upon a future course of action"--certainly a client-oriented outcome toward which well-organized career guidance activities can make substantial contributions.

The remaining three parts of Title III address the issues of confidentiality of youth records, reorganization of federal responsibilities for the Runaway and Homeless Youth Act, and appropriations authorized for this section. On the subject of reorganization of federal responsibility, the 1977 amendments in P.L. 95-115 established an Office of Youth Assistance within either the LEAA Office of Juvenile Justice and Delinquency Prevention or the ACTION Agency, thus transferring these responsibilities from the Office of Youth Development within the Department of Health, Education, and Welfare (HEW).

Title V--Miscellaneous and Conforming Amendments

Part A Amendments to the Federal Juvenile Delinquency Act. Most of the provisions in this section address issues of the juvenile justice system (e.g., definition of "juvenile," delinquency proceedings in district court, necessity of speedy trials, and safeguarding juvenile court records). However, provisions that address the topics of case disposition and institutionalization require that juveniles receive counseling, in addition to other services such as education, training, recreation, psychiatric services, and psychological treatment.

Part B National Institute of Corrections. Within the Bureau of Prisons, a National Institute of Corrections was established by P.L. 93-415. The advisory board to this institute must include representatives from HEW, as well as practitioners from the field of corrections, probation or parole, and representatives of (among others) education who have "demonstrated an active interest in corrections, probation or parole." Thus two potential seats for counselors have been assigned to the board. This board may appoint technical or other advisory committees. It is within reason for the board to assign a group to advise on the counseling programs and services available to the correctional facilities and their populations. Examples of purposes the legislation authorizes the institute to achieve include (1) receiving and disseminating information, (2) providing technical assistance to states and local governments, (3) devising and conducting workshops and training programs, and (4) conducting research and evaluation into areas such as the "prevention of crime and recidivism, training of corrections personnel, and rehabilitation and treatment of criminal and juvenile offenders."

Summary and Conclusions

To carry out the purpose of this act, funding is provided to the States in the form of block grants through the Omnibus Budget Reconciliation Act of 1981 (P.L. 97-35).

The Juvenile Justice and Delinquency Prevention Act of 1974 (P.L. 93-415) and its modifications in the Juvenile Justice Amendments of 1977 (P.L. 95-115) and the Juvenile Justice Amendments of 1980 (P.L. 96-509) are not as complete with explicit references to comprehensive career guidance programs as are the more school- and college-oriented acts of Congress. But the implicit support is there, both in language that approximates direct references to guidance services and in funds that can be influenced, as well as shaped, by the actions of guidance specialists.

The major career guidance-related references in this legislation are the terms "counselor" and "counseling." Involvement of counselors in schools, runaway houses, group homes, and correctional institutions is required by Titles II and III of the act. The training of these personnel, and other persons, are clear mandates of the National Institute for Juvenile Justice and Delinquency Prevention (see Title II, Part C) and the National Institute of Corrections (see Title V, Part B). Guidance specialists and counseling leaders need to campaign actively to ensure that fully certified counselors perform the appropriate functions mandated by this legislation and that systematically developed career guidance services are implemented where feasible and desirable.

NATIONAL HEALTH PLANNING AND RESOURCES DEVELOPMENT ACT OF 1974

P.L. 93-641

Analysis by Leonard G. Perlman

Content Outline

Title XV--National Health Planning and Development

Part A National Guidelines for Health Planning

- Sec. 1501 (C): Issuing Guidelines
- Sec. 1502 (8): Prevention Aspects of Planning
- Sec. 1502 (10): Education of the Public
- Sec. 1512 (3)(A)(B): Governing Body

Note: Funding is currently administered by the States with Block Grants received from the Federal Government as per Public Law 97-35, The Omnibus Budget Reconciliation Act of 1981.

NATIONAL HEALTH PLANNING AND RESOURCES DEVELOPMENT ACT OF 1974

Introduction

Purpose of the Law

The specific purpose of this legislation is to amend the Public Health Service Act to ensure the development of a national health policy and of effective state and area health planning and resources development programs. The act charges this multi-level, nationwide network of new agencies with separate and collective responsibilities for health service planning, analysis of health service needs, and standards of health care. These state and local decisions are required to reflect national priorities, goals, and standards in regulations issued by the Department of Health and Welfare (DHW). The following are some specific highlights of the act:

1. Requires DHW to issue guidelines on national health planning policy
2. Establishes a National Council on Health Planning and Development
3. Provides specific procedures for designating Health Service Areas
4. Creates a network of Health Systems Agencies (HSA's) responsible for health planning and development
5. Authorizes planning grants for HSA's
6. Creates Statewide Health Coordinating Councils (SHCC's)
7. Establishes a National Health Planning Information Center

General Relationship to Guidance and Counseling

At these early stages of development of the HSAs throughout the nation, the general role for guidance and counseling is twofold regarding this legislation. The first involves **awareness** of the act and its implications and purposes. Since the act is mainly a systematic planning mechanism designed to reduce duplication of effort and its accompanying waste of resources, it is essential that guidance specialists (both in and out of school systems) become involved in the planning for comprehensive services in their Health Service Area. There are more than 210 HSAs that cover the entire nation and each agency must have a population of at least 500,000 persons but not more than 3 million within its boundaries. Guidance personnel need to become involved in the local and state planning councils so that essential services having impact on children, youth, and adults are not neglected. This includes preventative needs as well as curative. Examples of services include, dental and medical checkups, screening for childhood diseases and other problems involving mental health of the child, and the issues of drug and alcohol abuse.

The second role is one of **involvement**. By getting involved in HSA activity, guidance personnel can ensure that needed services to students and out-of-school youth and adults will not be overlooked.

Overseeing Agency

The overseeing agency for this act is the Health Resources Administration (HRA) of DHW.

Summary of Significant Sections

Title XV--National Health Planning and Development

Part A, Section 1501 (C) Issuing Guidelines. This section deals with the issuing of guidelines and to achieve this, the secretary of health will consult with and solicit recommendations and comments from HSAs, SHCCs, and associations and societies representing medical and other health care providers. It is important for those in career guidance to be aware of the planning process promulgated by the act and also to respond to the local health care needs as they affect the school setting or out-of-school settings in which specialists function. Implications for comprehension career guidance programs are found in the **planning** role, especially in the assessment of needs locally.

Section 1502 (8) Prevention Aspects of Planning. This section relates to the promotion of activities for the prevention of disease, including studies of nutritional and environmental factors affecting health and the provision of preventive health care services.

The greatest potential use by guidance personnel of this section of focusing on the prevention of disease and the act is in the area of **implementing**, for example, selection of strategies providing activities at the elementary, secondary, or college levels.

Section 1502 (10) Education of the Public. This section involves the development of effective methods of educating the general public concerning proper personal (including preventative) health care and methods for effective use of available health services.

This could be viewed as an **implementing** function by guidance personnel, including those involved in training and staff development. Understanding the preventive aspects of good health and methods of dissemination is a valuable effort and can be easily provided with the consultation of guidance personnel.

Section 1512 (3)(A)(B) Governing Body. Each HSA shall have a governing body for health planning usually composed of not more than 25 members with designated responsibilities. This includes the establishment of the Health Systems Plan and the annual Implementation Plan. This section also addresses the possibility of guidance professionals playing a **planning** role in the development of regional plans. While experience thus far has shown little involvement by guidance and counseling representatives on governing boards, this trend need not continue. One of the problems apparently has been lack of information about the nature of the HSAs as they affect the work of guidance and counseling, especially in the area of community involvement.

Legislative background. The following programs that were put in place through past legislation and were the forerunners of the present act. The Hill Burton Program began in 1946 for the purpose of states' using health facilities construction funds to fill unmet needs. The Comprehensive Health Planning Program started in 1966 broadened the planning concept to include health services and human resource development as well as facilities construction, and emphasized the elimination of duplication in facilities and equipment. The Regional Medical Program, enacted in 1965, had a planning component, but its primary focus was on resources development.

The current act attempts to build on the experience of these three programs, combining their best features into one health planning and resources development program. There is no specific mention of comprehensive community programs for guidance or guidance personnel in the law itself, but the need for input from professionals in any Health Service Area is implied. This act was developed by the House Interstate and Foreign Commerce Committee and by the Senate Committee on Labor and Public Welfare. Authorizations were for $90 million for a three-year period.

Summary and Conclusions

There has been no observable overall effect of the bill on career guidance services since its passage. The law has been implemented mainly by persons with a strictly medical orientation. In addition, the focus has been on hospital bed needs and cost containment of skyrocketing hospital costs. As such, much of the planning has ignored the broader spectrum of health care and prevention with great voids being left in the area of social services and allied health care needs.

Perhaps the only way for guidance professionals to get involved with this legislation is by attempting to get on local health planning boards and governing bodies. In that way, the unmet needs known to career guidance specialists will at least receive the greater visibility needed.

OLDER AMERICANS ACT AMENDMENTS OF 1978 AND 1984

P.L. 95-478 and 98-459

Analysis by Mary Ganikos

(Updated by David B. Andrews)

Content Outline

Title I--Declaration of Objectives: Definitions

Sec. 101 Declaration of Objectives for Older Americans

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Sec. 401 Statement of Purpose
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Sec. 422 Demonstration Projects
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Title V--Community Service Employment for Older Americans

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Title VII--Older American Personal Health Education and Training Program

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Sec. 704. Older American Personal Health Education and Training Program

OLDER AMERICANS ACT AMENDMENTS OF 1978 AND 1984

Introduction

The general purpose of the Older Americans Act (OAA, as amended by P.L. 95-478) is to improve the quality of life for the nation's elderly population by providing a comprehensive social services program for older people. It is the only federal social service legislation exclusively for the elderly. Unlike most federal legislation, the OAA is not confined to a single or a few activities. The overall objectives of the law are broad and are intended to provide comprehensive assistance to enable older people to meet a variety of essential life needs such as those for physical and mental health, happiness, independence, adequate income, employment, housing, the acquisition of community and social services, and so forth. To accomplish these goals, the law provides assistance for the administration, creation, and delivery of services as well as for research and training.

Initially signed into law in 1965, the OAA has undergone several minor and major revisions, most recently in 1978. As a result of the amendment of 1978, the OAA presently consists of six titles. Programs authorized under five of the titles are administered by the Administration on Aging (AoA) of the U.S. Department of Health and Human Services (HHS). The AoA itself was created by the Older Americans Act of 1965 for the purpose of administering the programs authorized under the act. Programs authorized under Title V, Community Service Employment for Older Americans, are within the jurisdiction of the U.S. Department of Labor (DOL). For purposes of this act, an older individual is one who is at least 60 years of age, except for Title V, which, like JTPA, provides for the participation of people who are 55 and older.

Implications for guidance and counseling appear in the areas of service delivery, training, and research and demonstration projects, and are most evident in Titles III (Grants for State and Community Programs on Aging) and IV (Training, Research, and Discretionary Projects and Programs). Specific references to counseling in P.L. 95-478 are few and appear in Title III (Section B) among the social services authorized to be carried out in the states. More frequently, however, objectives that can be met through counseling (i.e., promoting general well-being, or activities and services clearly within the expertise of the professional or paraprofessional counselor, such as preretirement education and outreach) are cited. Similarly, many of the objectives for research, training and demonstration projects authorized under Title IV are pertinent to comprehensive programs of guidance.

To comprehend fully the relationship of this law to guidance and counseling, one must first understand the diverse dimensions of the counselor's role and the unique applications of the counselor's skills in working with the elderly population, as well as be aware of the nontraditional settings in which counselors of the elderly might work. The counselor, for example, must comprehend the significant interface of career guidance and leisure counseling as they relate to the pursuit of meaningful activity in retirement as a continuation of career/life development. Similarly, as more counselors are adequately trained to work with the older population, they will begin to secure employment in nontraditional counseling settings such as the multipurpose senior center, the nursing home, or the area agency on aging. Only within this expanded concept of guidance and counseling will the counselor be able to apply fully the provisions of this law to the profession of guidance and counseling.

Summary of Significant Sections

Title I--Declaration of Objectives: Definitions

Section 101 declares the overall objectives of the act. Many of these broad objectives have implications for guidance and counseling, particularly those relating to mental health, employment, retirement, meaningful activity, community services, and independence in managing one's own life.

Title II--Administration on Aging

In general, Title II establishes and describes the duties and functions of the Administration on Aging (AoA). Of relevance to guidance and counseling personnel is the National Information and Resource Clearinghouse for the Aging (Sec. 204).

The commissioner is authorized under Title II to encourage and permit voluntary groups, including youth organizations at the high school and college levels, to participate in programs authorized under this act in advisory, consultative, or other appropriate ways (Sec. 202). This is the vehicle for collection and dissemination of information regarding the elderly, including consumer interests and programs for the elderly.

Title III--Grants for State and Community Programs on Aging

The general purpose of Title III (Sec. 301) is to allow states or area agencies to concentrate resources for augmenting the development and implementation of comprehensive and coordinated service delivery systems for older individuals. To be eligible to receive funds under this title, each state must designate a single agency to develop, implement, and administer a state plan. Further, the state agency must divide the state into areas for which plans will be developed and administered. A single public or private nonprofit agency serving as a coordinating body for that area must be designated as the area agency on aging (AAA). Neither the state agency nor the AAA directly provides services. Rather, they coordinate and stimulate the expansion of existing services and encourage the introduction of new programs. The law stipulates that where feasible a focal point for comprehensive service delivery should be designated in each community, with special consideration being given to the multipurpose senior center.

Part B, Section 321, authorizes the types of social services that can be carried out in the states under Title III. For the provision of social services, 1985, 327.7 million, 1986, 343.6 million, and 1987, 361.5 million.

Among the many guidance-related services authorized are education and training, informational, or counseling services (Sec. 321 (a)(1)); services designed to enable older individuals to attain and maintain physical and mental well-being (Sec. 321 (a)(7)); and services designed to provide preretirement and second career counseling for older individuals (Sec. 321 (a)(9)).

Clearly some of the other authorized services have implications for counseling and guidance as well--services that are designed to meet the unique needs of disabled older individuals to use the facilities and services available to them (Sec. 321), to assist older individuals in avoiding institutionalization (Sec. 321 (a)(3)), and others.

It is important to understand that the above-mentioned services related to guidance and counseling are "authorized." This means they **can** be included in plans and programs; it does not require their inclusion.

The plans developed by the AAAs (Sec. 306) include designation of the kinds of social services that will be provided, as well as documentation of the need for these services (Sec. 306). In addition, the AAA's plan must provide for the evaluation of the services (Sec. 306 (a)(6)(A)). To ensure that guidance and counseling services are among the social services provided for the elderly in a given area, these services should be included in the area plan.

Each area agency must establish an advisory council, the responsibilities of which include continuously advising the AAA on all matters relating to the development and administration of the area plan (Sec. 306). By becoming a member of the advisory council or alerting members of the council or the AAA itself to the need for counseling services and the availability of personnel to provide such services, counselors can better ensure the provision of guidance and counseling opportunities for the elderly.

Section 306 provides for the AAA's coordination with community resources, some of which have relevance for counseling and guidance. The AAA is authorized to establish cooperative arrangements with local education agencies, institutions of higher education, and nonprofit private organizations to use services provided for individuals under the community schools program in the Elementary and Secondary Education Act of 1965.

In summary, provisions for the delivery of counseling and guidance services under P.L. 95-478 are most apparent in Title III, and are included under the umbrella of social services (Sec. 321). In a few instances, counseling is explicitly stated; more frequently, however, it is implied by the nature of the goals and the types of activities that are stressed. To ensure that these services are actually delivered, it is necessary for the AAAs and state units to include counseling and guidance services in their respective plans required by law.

Title IV--Training, Research, and Discretionary Projects and Programs

The overall purpose of Title IV is to develop and implement a national manpower policy for the field of aging which reflects the present and future needs for training personnel (Sec. 401). The provisions of this title hold implications for guidance personnel educators and service providers.

Section 402 charges the Secretary with the responsibility of appraising the needs for skilled personnel in the field of aging and publicly reporting these findings. To attract qualified persons to the field of aging, the Secretary may make grants to state or local education agencies, organizations, or institutions. The grantees may engage a variety of publicity means to encourage qualified individuals to pursue careers in aging.

Part A seeks to improve the quality of service to the older individuals by overcoming the critical shortages of qualified personnel. Manpower needs are to be identified and educational and training programs to meet those needs are to be provided. Qualified individuals are to be attracted to the field. Programs are to be upgraded to provide more responsive training. Multidisciplinary centers of gerontology are established and supported to provide special emphasis to the improvement of training programs.

Section 411 authorizes the Commissioner to make grants for training programs for personnel in or preparing to enter the field of aging. Both preservice and inservice training programs are authorized for programs and individuals who are, or will be providing a full range of services for aging individuals. Special mention is made of individuals working with those who suffer from Alzheimer's disease and similar disorders. Data are required to ensure that the training programs will train the needed numbers of personnel in the effective ways.

The establishment of multidisciplinary centers of gerontology within public and private nonprofit agencies, organizations and institutions is authorized in Section 412. The centers may conduct a wide range of activities such as training, research, stimulation of teaching about aging in colleges and universities, collection and dissemination of information on aging, and consultation.

Part B of Title IV provides for research and development projects of a wide variety, many of which have implications for guidance. For example, Section 420 identifies projects designed to, "develop, implement, and evaluate innovative planning and practice strategies to address the needs, concerns and capabilities of older individuals." There is considerable emphasis on multidisciplinary perspectives and comprehensive programs which offer many opportunities for participation of guidance personnel. Provision is made for discretionary projects and programs. Grants can be made for a variety of projects which will demonstrate methods to improve or expand services. Special consideration is to be given to projects which pertain to several designated issues. Included are projects that (1) provide continuing education to older individuals designed to enable them to lead more productive lives and emphasizing where possible free tuition arrangements with colleges and universities, and (2) provide preretirement education information and relevant services (including research and personnel training) to individuals planning for retirement. Other topics to receive special consideration under this section may have implications for counselors with special interests such as providing services to elderly who are members of minority groups, living in rural areas, or physically or mentally impaired or suffering from Alzheimer's disease or related disorders. Further, providing or improving home-based social services, education, and other services is emphasized. Section 424 seeks to improve the legal services available to older individuals and make them responsive to their social or economic needs. This may offer the possibility of an important intermediary role for counselors.

Title V--Community Service Employment for Older Americans

Title V provides for part-time opportunities in community service activities for unemployed low-income individuals who are 55 or older (Sec. 502). The secretary of labor, who administers this title, can enter into agreements with public or private nonprofit agencies or organizations (including education agencies) to carry out the program (Sec. 502) and establish employment opportunities for older workers.

Included among community service jobs are those involving social, education, and counseling services (Sec. 507). Thus, jobs for older persons could be created in these areas and in settings in which such kinds of activities take place. The law provides for the cost of appropriate training for the older workers to enable them to perform the job adequately (Sec. 502).

For Title V programs, the authorization levels are $335 million for FY 1985, $351.4 million for FY 1986, and $368.3 million for FY 1987.

Title VII--Older Americans Personal Health Education and Training Act

Title VII seeks to improve the quality of personal health care of older individuals and to improve the training that will produce this result. Much of this title is directed at coordinating services among various health and social service agencies that work with aging individuals. Counselors have an important role in ensuring that the authorized education and training is effective.

Summary and Conclusions

The initial programmatic ideas as well as the idea to establish a special federal agency to serve the elderly were outgrowths of the 1961 White House Conference on Aging. Shortly thereafter, legislation incorporating these ideas was drafted. Supported principally by Representative John Fogarty of Rhode Island and Senator Pat McNamara of Michigan, the Older Americans Act was signed into law by President Johnson in October of 1965. Since then, the OAA has undergone eight revisions, most recently in 1984.

The objectives of the act are broad and intended to provide comprehensive services to enable older individuals full participation in society and enjoyment of life.

Because of the wide focus of the program, guidance is not a major emphasis but one of numerous services authorized for older persons. Within this limited context, however, many guidance personnel throughout the nation have participated in programs authorized under this act and numerous elderly have benefited from the subsequent provision of guidance services.

REHABILITATION ACT OF 1973

P.L. 93-112

As Amended by

THE REHABILITATION AMENDMENTS OF 1978 AND 1984

P.L. 95-602 and 98-221

Analysis by Leonard G. Perlman

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REHABILITATION ACT OF 1973

As Amended by

THE REHABILITATION AMENDMENTS OF 1978 AND 1984

Introduction

The purpose of this act and amendments is to provide a comprehensive approach to the rehabilitation of handicapped individuals through a coordinated delivery of services in the community, research and demonstration projects, and training of professionals to provide multidisciplinary services. In addition, the amendments establish a "community service employment program" for handicapped individuals, provide comprehensive services for "independent living" for those with severe disabilities, establish a National Institute for Handicapped Research (NIHR), and amend and extend the programs under the Developmental Disabilities Services and Facilities Construction Act. In summary, all programs under this legislation are directed toward assisting persons with handicaps to function at their highest level of potential in the community.

The heart of the State Vocational Rehabilitation agencies is the rehabilitation counselor whose basic skills revolve around the provision of guidance and counseling. The counselor in this instance needs to understand the many issues of disability in addition to a knowledge of the world of work, occupational information, career and educational development, and more. With the passage of the Education for all Handicapped Children Act (P.L. 94-142), acquaintance with the relevance of counseling and guidance to the rehabilitation legislation becomes even more important. Guidance personnel at the elementary and secondary school levels and guidance workers in other settings need to become better prepared to deal with more handicapped students and develop an awareness of and closer ties with local rehabilitation agencies in order to make appropriate referrals for vocational rehabilitation services.

This legislation is under the direction of the Rehabilitation Services Administration (RSA) of the Department of Health and Human Services (HHS).

Summary of Significant Sections

The major target group of this legislation is handicapped persons, including all age groups from the youngest child to the older adult. The outcome sought in all cases is the development of the handicapped individual to his or her maximum potential.

Title I--Vocational Rehabilitation Service

It is important to understand the interrelatedness between this legislation and legislatively mandated programs and how they must interface so that clients receive effective guidance and counseling.

Section 101 provides for entering into cooperative arrangements with, and utilization of the services and facilities of, other state agencies for coordination of services to persons eligible for assistance under this act, the Education of the Handicapped Act and its amendments, and the Vocational Education Act and its amendments. Implications for guidance and counseling are covered from the standpoint of planning and supporting program management functions. This is especially vital in assessing, selecting, and organizing resources in the community.

Section 102 ensures that the "individualized written Rehabilitation Program" required be developed jointly by the vocational rehabilitation counselor and the handicapped person (or in some cases, his/her parents or guardians). This required planning is essential and reinforces good guidance and counseling principles in that the counseling process involves close two-way relationships between client and counselor. The need for planning involves the selection of a career development theory on which the program will be based as well as assessment of needs and specification of objectives that clients will attempt to meet.

A wide range of services are available to the eligible client, with counseling and guidance among the most important. Section 104 includes the following services: evaluation of rehabilitation potential including diagnostic services for determination of eligibility, and the nature and scope of services to be provided. The section also involves counseling, guidance, referral, and placement services for handicapped individuals, including follow-up, follow-along, and other postemployment services necessary to assist such individuals to maintain their employment and services designed to help handicapped individuals secure needed assistance from other agencies, where such services are not available under this legislation.

Also provided for in this section are vocational and other training services for handicapped individuals, which shall include personal and vocational adjustments, books, and other training materials, and services to the families of such individuals as are necessary to the adjustment or rehabilitation of such individuals. This section clearly spells out the significant role of counseling and guidance and delivery to the handicapped person. This section emphasizes the implementing role in career and guidance efforts through the direct efforts of the counselor. The counselor may impact upon the client as well as significant others in the client's life.

Title II--Research

As with other counseling and guidance programs, persons serving those with rehabilitation needs must also address innovation, evaluation, and monitoring in the development and implementation of programs addressed to their clients' circumstances.

Section 200 provides for a comprehensive and coordinated approach to the administration and conduct of research, demonstration projects, and programs designed to train persons who provide rehabilitation services and persons who conduct research. The legislation facilitates the distribution of information concerning developments in rehabilitation procedures and methods to rehabilitation professionals and to handicapped persons.

The provision for research allows for evaluation opportunities as well as means of assessing resources and developing staff. It is in the research and training area that more efforts need to be undertaken in understanding client problems and the improvement of counseling and guidance techniques by rehabilitation counselors.

Title III--Supplemental Services and Facilities

Training of counselors is an important area in the legislation. Section 114 involves funding for the training of counselors as well as those in the medical, social, and psychological rehabilitation areas.

Title V--Miscellaneous

The definition of "developmental disabilities" as found in Section 503 is as follows: "a severe, chronic disability of a person which is attributable to a mental or physical impairment or combination of mental and physical impairments; is manifested before age twenty-two; is likely to continue indefinitely; results in substantial functional limitations in three or more areas of major life activity, e.g., self-care, receptive and expressive language, learning, mobility, self-direction, capacity for independent living and economic self-sufficiency; and reflects the person's need for a combination of care and services of a life-long or extended duration."

Section 101 provides for a wide range of services in a variety of settings, for example, public and private community facilities, universities, schools, and group homes.

Guidance personnel need to be aware of the settings in which these clients are apt to be located. The type and extent of the counseling to be provided are based on individual client need. Career goals, potential training, and job placement of the clients may be important objectives.

There are no authorizations specifically earmarked for counseling and guidance. However, this area permeates the entire legislation, and it becomes the responsibility of those in guidance and counseling to apply for funding to implement their programs. The sections listed in this description have ample funds that could and should be used for improved and more effective guidance and counseling programs.

Total program rehabilitation authorizations are as follows: FY 1985 $1,117.5 million, FY 1986, $1,203.2

Separate appropriations are made for:
- Research and Training: FY 1985 $40 million, FY 1986 $44 million
- Continuation of appropriations for Comprehensive Rehabilitation Centers:
    - Special Projects FY 1985 $13.5 million, FY 1986 $14.3 million
    - Special Recreation Programs FY 1985 $2.1 million, FY 1986 $2.2 million
- Community Service Employment Pilot Programs: FY 1985 $14.4 million, FY 1986 $15.2 million
- Helen Keller Center: FY 1985 $4.2 million, FY 1986 $4.3 million

Title VI--Employment Opportunities for Handicapped Individuals

The development of job opportunities for and placement of handicapped persons are always among the objectives of a rehabilitation program. To enhance this process, this title was written. Section 611 establishes a pilot program to promote useful opportunities for the handicapped. Guidance personnel should be aware of the possibilities to be gained from this type of job placement when providing guidance to handicapped clients.

Title VII--Comprehensive Services for Independent Living

Some handicapped individuals' problems are so severe that merely learning to care for their basic needs may be the goal, prior to setting any relevant career goals. Section 701 authorizes grants for vocational rehabilitation services (as listed in Title I) to assist states in providing comprehensive services for independent living to meet current and future needs of persons whose disabilities are so severe that they do not presently have the potential for employment. These services can prepare them to live and function independently.

The implications for counseling and guidance are important for this client group in that the counseling process should begin as early as possible. The issues of severity are relative, and timing to get the client ready for career goals is based on the individual's own needs and potential.

Summary and Conclusions

The Rehabilitation Act of 1973, as amended in 1978 and 1984, provides a wide range of services for the nation's handicapped citizens. The law has been hailed as landmark legislation in the field of rehabilitation since the potential of handicapped persons is its focal point. It becomes obvious that the counseling and guidance process must play a key and vital role in its implementation. It is imperative that guidance personnel understand the components of the legislation that may impact directly on clients in their respective settings.

Resources

Hearings before the Subcommittee on the Handicapped regarding the Rehabilitation Amendments of 1978. 95th Congress, Second Session on S.2600, March 13 and 14, 1978. Washington, DC: U.S. GPO, 1978.

House Report No. 95-1780. Conference Report to Accompany H.R. 12467.

Senate Report No. 95-890. Conference Report to Accompany S.2600

Rehabilitation and Developmental Disabilities Legislation. Committee Print. Washington, DC: U.S. GPO, 1976.

WAGNER-PEYSER ACT

P.L. 30

Analysis by John Bailey

Introduction

The main purpose of this act, which was passed in 1933, was to provide for the establishment and promotion (in cooperation with the states) of a national employment system. It established the U.S. Employment Service and continues as the major federal legislation that supports the service. The act is administered by the Department of Labor.

Summary of Significant Sections

Under Section 3, the Employment Service is to "promote and develop a national system of employment offices for men, women, and juniors who are legally qualified to engage in gainful occupation, to maintain a veterans' service to be devoted to securing employment for veterans, to maintain a farm placement service. . . ." The service is to develop and prescribe "minimum standards of efficiency" and the promotion of "uniformity in their administrative and statistical procedure. . . ."

The service is to coordinate its services with vocational rehabilitation services.

The legislation establishes a Federal Advisory Council to formulate policies and requires each state to have a similar advisory council.

Summary and Conclusions

While this act is brief, it has strong implications for the guidance personnel working directly for the U.S. Employment Service as well as for personnel in other settings that interact with the service. The fiscal support it provides allows direct guidance services to clients as well as program management functions.

INDIAN EDUCATION ACT OF 1972

P.L. 92-318

Analysis by G. Brian Jones

Content Outline

Part A Revision of Impacted Area Program as It Relates to Indian Children
(Amends P.L. 874, 81st Congress, and its provisions are contained in Title III of that act)

Sec. 301:	Notification that Title III of P.L. 874 may be cited as the "Indian Elementary and Secondary School Assistance Act"
Sec. 302:	Declaration of Policy
Sec. 303:	Grants to Local Educational Agencies
Sec. 304:	Uses of Federal Funds
Sec. 305:	Applications for Grants; Conditions for Approval
Sec. 306:	Payments
Sec. 307:	Adjustments where Necessitated by Appropriations

Part B Special Programs and Projects to Improve Educational Opportunities for Indian Students
(Amends Title VIII of P.L. 89-10, the Elementary and Secondary Act of 1965)

Sec. 810(a):	Grants for the Improvement of Educational Opportunities for Indian Children
Sec. 810(b):	Grants for Planning, Pilot, and Demonstration Projects for Improving Educational Opportunities for Indian Children
Sec. 810(c):	Grants for Educational Services and Programs for Improving Educational Opportunities for Indian Children
Sec. 810(d):	Grants for Programs and Projects to Prepare Prospective Educational Personnel and Provide Inservice for Current Educational Personnel Serving Indian Children
Sec. 810(e):	Grants and Contracts for Information Dissemination on and Evaluation of Programs, Services, and Resources available to Indian Children
Sec. 810(f):	Applications for Grants; Conditions for Approval
Sec. 810(g):	Amount of Funds Available through July 1, 1978.
Sec. 421(b)(2): (Contained in P.L. 92-318)	Designation of Duties and Responsibilities of the Secretary of the Interior, Department of the Interior
Sec. 422:	Special Educational Training Programs for Teachers of Indian Children
Sec. 423:	Fellowships for Indian Students Enrolled in Selected Fields other than Education at Institutions of Higher Education

Part C Special Programs Relating to Adult Education for Indians
(Contained in Section 314 of P.L. 91-230, the Adult Education Act)

Sec. 314(a):	Grants to Support Planning, Pilot, and Demonstration Projects for Improving Educational Opportunities for Adult Education
Sec. 314(b):	Grants and Contracts for (1) Dissemination of Information on Educational Opportunities Available to Indian Adults and (2) Evaluation of Federally Assisted Programs in which Indian Adults may participate
Sec. 314(c):	Applications for Grants; Conditions for Approval
Sec. 314(d):	Amount of Funds Available through July 1, 1978

Part D Office of Indian Education

Sec. 441:	Establishes the Office of Indian Education in the Office of Education to Administer this Act and Designates that it will be led by the Deputy Commissioner of Indian Education
Sec. 442:	Establishes the National Advisory Council on Indian Education and outlines its Membership, Functions, Contracting Capability, and Funds

Part E Miscellaneous Provisions

Sec. 451:	Grants and Contracts to Train Educational Personnel in Institutions of Higher Education (Amends Title V of P.L. 89-329, the Higher Education Act of 1965)
Sec. 452:	Payments the Commissioner of Education can make to the Secretary of the Interior for Programs of Bilingual Education for Indian Children in Schools Operated or Funded by the Department of the Interior
Sec. 453:	Definition of the term "Indian"

INDIAN EDUCATION ACT OF 1972

As Amended by

THE EDUCATIONAL AMENDMENTS OF 1978

Introduction

P.L. 92-318 was passed by Congress in recognition of the special education needs of American Indian and Alaskan native children and adults. Section 453 of the act defines the term **Indian** to include:

> an individual who (1) is a member of a tribe, band, or other organized group of Indians, including those tribes, bands, or groups terminated since 1940 and recognized now or in future by the State in which they reside, or who is a descendant, in the first or second degree, of any such member, or, (2) is considered by the Secretary of the Interior to be an Indian for any purpose, or (3) is an Eskimo or Aleut or another Alaska Native, or (4) is determined to be an Indian under regulations promulgated by the Secretary, after consultation with the National Advisory Council on Indian Education which regulations shall further define the term "Indian."

In this act the emphasis is on access by these individuals to appropriate quality education from preschool to the graduate level at institutions of higher education. To address the goal of equal educational opportunity for Indians, the primary Federal strategy is to award grants to Indian tribes, organizations, and institutions as well as to public school districts in which a large majority of Indian students are enrolled. With local educational agencies, the act's intent is to provide funding both to support supplementary educational programs and to build districts' capacities to adequately address the special educational needs of Indian students.

The Indian Education Act is administered by the Office of Indian Education in the United States Department of Education. It authorizes the Commissioner of Education to support a variety of programs, including supplementary educational services, pilot projects, demonstrations, dissemination and evaluation activities, and professional training. In keeping with the policy of Indian self-determination, parental and community participation in program development and implementation are a requirement of all projects.

Congress reauthorized this 1972 law through the Educational Amendments of 1978, P.L. 95-561. An outline of the proposed rules and regulations incorporating the 1978 revisions with the provisions of the 1972 act is presented in the appendix at the end of this section. These guidelines were published in the Federal Register on June 29, 1979. Since the additional provisions expire on September 30, 1983, reauthorization of the act is under consideration.

P.L. 95-561 produced some major changes in emphasis in the original act. For example, tribal schools were made eligible for entitlement grants under Part A of the Indian Education Act. Formerly these schools competed for a discretionary set-aside of not more than 10 percent of the entire appropriation for Part A. Now they will receive entitlement funds, which can be supplemented by competition for available discretionary monies. Another example was that Indian children's culturally related academic needs were to be addressed, not just their special educational needs. In addition, the role, membership, and regulations of parent advisory committees were extended and strengthened. Also quite significant was the new provision, under Part B of the act, for centers to evaluate Indian education progress, provide technical assistance to improve ongoing projects, and disseminate information about the most successful model projects and educational practices. The rules and regulations for P.L. 95-561 do not provide details on the scope of the work of these centers, but the request for proposals that was released in 1980 for funding five of them clarified their roles and responsibilities.

There are no direct references to comprehensive career guidance programs or to guidance personnel in either the original act or its reauthorization through P.L. 95-561. However, any reviewer looking for guidance implications will be able to identify provisions, particularly in Parts A, B, and C of the act that relate to career development objectives and activities. In addition, the rules and regulations indicate that the term "ancillary educational personnel" as used in this enabling legislation includes "guidance counselors." Therefore, the impact of guidance personnel on programs for Indian children and adults certainly is encouraged, if not strongly required.

Summary of Significant Sections

Part A: "Revision of Impacted Areas" Program as it Relates to Indian Children

This part provides financial assistance for programs that address the special educational and culturally related academic needs of Indian students in public elementary and secondary schools, in tribal schools, and in other Indian-controlled schools. There are three programs under Part A. The **first program** entails grants made on an entitlement basis to local educational agencies (LEAs) and certain tribal schools operated by a tribe or an Indian organization controlled or sanctioned by a tribe and under contract to the Bureau of Indian Affairs (BIA). These grants are noncompetetive and their size is based on a formula that multiplies the number of Indian students enrolled in an LEA's schools (or a tribal school) by the State average per-pupil expenditure. The entitlement is then calculated according to the amount of the available appropriation.

The **second program** provides grants on a competitive basis to Indian-controlled schools (called non-LEAs in the 1972 Act but reclassified by P.L. 95-561) that are near or on Indian reservations. These schools must have a majority of their enrolled students living on a reservation. These discretionary grants are available to help schools get started and provide special enrichment programs for their students. Many schools that are eligible for tribal school enrichment grants can also receive discretionary funds.

The **third program** is comprised of competitive grants for demonstration projects. Such projects are to examine and address the special educational culturally related academic needs that arise in LEAs that have high concentrations of Indian students.

Guidance personnel certainly can be supported and can work to promote career guidance activities under all three of the above programs. They can promote guidance involvement in the expenditure of entitlement monies and can help plan and establish Indian-controlled schools. The major criteria that are to be satisfied is that all such activities must assess, be designed to address, and meet the special educational and culturally related academic needs to Indian students.

Part B: Special Programs and Projects to Improve Educational Opportunities for Indian Students

In general, services funded under this section are to be provided only when other programs are not available in sufficient quantity or quality to meet the same needs. All grants authorized by Part B result from national competitions in which predetermined criteria are used to assess and rank applicants' proposals. Priority for these discretionary grants is generally given to applicants from Indian tribes, organizations, and institutions. This preference is compatible with the goal of self-determination for Indian communities and attempts to ensure that program offerings will be relevant to the Indian students who participate.

Four categories of grants are awarded under Part B. **First**, planning, pilot, and demonstration projects are funded to develop, test, and demonstrate the effectiveness of an educational approach, method, or technique to improve educational opportunities for Indian students at the preschool, elementary, and secondary school levels. **Second**, educational service projects provide programs directly to the same levels of students and are based on the degree of the students' needs and the extent to which appropriate services are not available to them in sufficient quality or quantity.

Third, educational personnel development projects both prepare persons to serve Indian students as teachers, administrators, teacher aids, social workers, and ancillary educational personnel and provide inservice training to improve the qualifications of persons currently working in those capacities. One set of grants in this category supports mostly campus-based programs through grants to colleges and universities while the other supports mostly field-based training through grants to Indian organizations and tribes. **Fourth**, professional fellowships are offered to Indian students for both postbaccalaureate study in education, medicine, law, and related fields and undergraduate and graduate study in engineering, business administration, natural resources, and related fields.

Persons interested in developing comprehensive career guidance services for Indian students should give careful consideration to Part B funding possibilities. Since proposals submitted through Indian organizations and tribes have increased funding probabilities, proposal development should proceed through these channels. Such proposals can seek the development and implementation of exemplary and innovative career guidance projects that can serve as models for regular school programs. On the other hand, they can apply for support for more comprehensive educational programs that have key career planning and development components enabling Indian students to explore, select, and progress toward individual career-life goals. Career guidance personnel should attempt to involve themselves in the evaluation of such projects as well as in the dissemination and utilization of information based on program activities and evaluation findings.

The Indian Education Act certainly contains enabling language which should stimulate the design of guidance programs and services. For instance, Part B suggests "special health and nutrition services, and other related activities, which meet the special health, social, and psychological problems of Indian children." Later, it talks about various types of educational services "designed to assist and encourage Indian children to enter, remain in, or reenter elementary or secondary school." And if those statements fail to stimulate ideas for career guidance project activities, the act goes on to recommend "comprehensive guidance, counseling, and testing services."

A final implication of Part B for career guidance relates to pre- and inservice training possibilities for guidance personnel. As previously noted in this summary, since the act's term "ancillary educational personnel" includes counselors, all grants available for training professionals to work with Indian students can provide for career guidance staff development. Inservice activities can include institutes, seminars, symposia, workshops, and conferences.

Part C: Special Programs Relating to Adult Education for Indians

This section of P.L. 92-318 amends the Adult Education Act and, like Part B, offers a wide range of grants; however, here the focus is on adults rather than elementary, secondary, or university students. The intent of Part C is to promote activities designed to increase the availability of basic, secondary, and vocational education to Indian adults as well as to improve the relevance and quality of education by using Indian culture as a foundation for learning.

There are five categories of Part C grant programs. **First**, planning, pilot, and demonstration projects are designed to design and test new approaches aimed at improving employment and educational opportunities for Indian adults. **Second**, service projects offer instruction in basic skills, literacy, and in secondary education aimed at preparing adults not served by other programs to qualify for a high school equivalency certificate, the G.E.D. **Third**, surveys will identify the educational needs, the extent of illiteracy, and the lack of high school completion of Indian adults on reservations. **Fourth**, research and development projects will develop innovative and effective techniques to assist Indian adults in attaining basic literacy and qualifying for the G.E.D. **Fifth**, dissemination and utilization projects will distribute information on adult programs and will evaluate them.

Grants for the first two categories result from national competitions based on predetermined criteria. In these discretionary grant programs, Indian tribes, organizations, institutions, and state and local educational agencies are eligible. Once again, as in Part B grants, preferential treatment is given to applications from Indian tribes, organizations, and institutions. Also as in the case in Part B, new demonstration grants must address annual priority areas selected by the Office of Indian Education and the National Advisory Council on Indian Education. This strategy is employed to give greater national focus to this program and to increase its impact probability.

The career guidance funding implications for most of the Part C programs are similar to those for Part B. Persons devoted to building comprehensive guidance programs can identify critical career development needs of Indian adults and seek funding support for services that will improve educational and career opportunities for those adults. The one area of grant possibilities that is covered by Part B but not by Part C entails the training of educational personnel. No funds are authorized under Part C for preparing and improving educational personnel to work with Indian adults.

Summary and Conclusions

The remaining two parts of the Indian Education Act of 1972 have only minor enabling language and funding implications for career guidance specialists. They address the role and responsibilities of the Office of Indian Education and the National Advisory Council on Indian Education in addition to three miscellaneous provisions (for training educational personnel for colleges and universities, programs of bilingual education, and defining the term Indian).

However, Parts A, B, and C contain numerous provisions that can be construed as providing enabling language and funding potential in support of comprehensive career guidance programs and the training of guidance personnel. Although there is only one direct reference in the act to "guidance," this lack should not discourage leaders who not only recognize the career planning and development needs of Indian children, youth, and adults but also want to help meet those needs.

The Act has been funded through FY 1985. $50.1 million is appropriated for Part A, $11.7 million for Part B, and $4.4 million for Part C.

Appendix

Outline of the Proposed Rules and Regulations for the P.L. 95-561 Reauthorization of the Indian Education Act of 1972

Part 186a (Corresponds to Part A of P.L. 92-318)	Regulations for Programs Designed to Meet the Special Educational and Culturally Related Academic Needs of Indian Children A. Local Educational Agencies--Entitlement Grants (Sections 186a.11 - 186a.61) B. Tribal Schools--Entitlement Grants (Sections 186a.81 - 186a.83) C. Indian-Controlled Schools (Sections 186a.101 - 186a.121) D. Enrichment Projects (Sections 186a.131 - 186a.142) E. Demonstrations Project (Sections 186a.201 - 186a.220)
Part 186b (Corresponds to Part B of P.L. 92-318)	Regulations for Programs Designed to Improve Educational Opportunities for Indian Children A. Educational Services (Section 186a.11 - 186b.23) B. Planning, Pilot, and Demonstration Projects (Sections 186b.31 - 186b.42) C. Educational Personnel--I (Sections 186b.51 - 186b.64) D. Educational Personnel--II (Sections 186b.71 - 186b.77) E. Regional Information Centers
Part 186c (Corresponds to Part C of P.L. 92-318)	Regulations for Programs Designed to Improve Educational Opportunities for Indian Adults A. Educational Services (Sections 186c.11 - 186c.22) B. Planning, Pilot, and Demonstration Projects (Sections 186c.31 - 186c.42) C. Research and Development Projects (Sections 186c.51 - 186c.63) D. Surveys (Sections 186c.71 - 186c.82) E. Dissemination and Evaluation (Sections 186c.91 - 186c.102)
Part 187 (Corresponds to Part B, Section 423 of P.L. 92-318)	Regulations for the Indian Fellowship Program

COMMUNITY SCHOOLS AND COMPREHENSIVE COMMUNITY EDUCATION ACT OF 1978

Title VIII of P.L. 95-561

Analysis by Linda Phillips-Jones

Content Outline

Title VIII--Establishment of a New Title VIII and a New Title IX of the Elementary and Secondary Education Act of 1965

Sec. 801: Community Education Program Authorized

Title VIII--Community Schools

Sec. 801: Short Title
Sec. 802: Statement of Findings and Policy
Sec. 803: Definition of Community Education Programs
Sec. 804: State Programs for Community Education
Sec. 805: Allotment
Sec. 806: Use of Community Education Programs for Non-Federal Contribution in Certain Federal Programs.
Sec. 807: Use of Funds
Sec. 808: State Plan
Sec. 809: Grants to Local Educational Agencies
Sec. 810: Grants to Public Agencies and Nonprofit Organizations for Delivery of Community Services through Community Education
Sec. 811: National Leadership and Planning
Sec. 812: Training of Community Education Personnel
Sec. 813: Research
Sec. 814: Administration
Sec. 815: Federal Share

Sec. 802: Additional Programs Authorized

Note: Funding is currently administered by the States with Block Grants received from the Federal Government as per P.L. 97-35, The Omnibus Budget Reconciliation Act of 1981.

COMMUNITY SCHOOLS AND COMPREHENSIVE COMMUNITY EDUCATION ACT OF 1978

Introduction

The general purpose of this federal act, which replaces Title VIII of the Elementary and Secondary Education Act of 1965, is to better meet the needs, interests, and concerns of communities through expanding their community education programs and services. It promotes collaboration and coordination among public and private nonprofit agencies in providing these programs and services. In addition, the act attempts to promote efficient, energy-conserving use of public school facilities and to provide for research and development activities in community education in order to improve federal, state, and local policy.

Although the legislation does not explicitly name career guidance as a service or type of program to be authorized under the act, implications for career guidance are present throughout it. By influencing state plans for community education and participating in local community projects, guidance personnel can make certain that career-related needs of people of all ages are identified and then met. (See Section 807 later in this analysis for 14 potential uses of these funds.)

The responsibility for administering this legislation rests with the U.S. Department of Education, Community Education Program.

Summary of Significant Sections

Section 803 Definition of Community Education Program

For the purpose of this title, a "community education program" means a program in which a public building, including but not limited to a public elementary or secondary school, or a community or junior college (or a related extension center), is operated by a local educational agency in conjunction with other groups in the community, community organizations, and local governmental agencies, to provide educational, recreational, health care, cultural, and other related community and human services for the community that the center serves in accordance with the needs, interests, and concerns of that community.

Section 804 State Programs for Community Education

This section authorizes the Commissioner of Education to provide $240 million in formula grants through fiscal year (FY) 1983 to state education agencies for planning, establishing, expanding, and operating community education programs. This use of funds meshes well with the Guidance Team Training Program's planning model activities (planning, supporting, implementing, operating, evaluating).

Section 805 Allotment

This section details the formula to be used in allotting the funds to states, territories, and the Bureau of Indian Affairs. The minimum amount to be received by a state is $50,000 per fiscal year.

Section 806 Use of Community Education Programs for Non-Federal Contribution in Certain Federal Programs

This section outlines one very unique feature of this act. It makes it possible to use the "fair value" of community service programs assisted by this act as all or part of the **nonfederal** contribution (i.e., matching funds) required by several other federal acts. These acts include **all** or **certain titles** of the following: Public Health Service Act, Headstart Follow Through Act, Social Security Act, Comprehensive Employment and Training Act, Older Americans Act, Vocational Education Act, Adult Education Act, Higher Education Act, Economic Opportunity Act, Legal Services Corporation Act, Safe Streets and Omnibus Crime Control Act, National Science Foundation Act, Rehabilitation Act, and other community service programs deemed appropriate by the Assistant Secretary of the Education Department. Guidance personnel who succeed in getting community education grants may be able to use this provision as leverage for securing additional funding for their guidance programs.

Section 807 Use of Funds

This section outlines the specific kinds of programs and services that state educational agencies and local education agencies can plan, establish, expand, and operate. They include the following:

1. Educational, cultural, recreational, health care, and other related community and human services, whether or not in the form of formal courses
2. Activities making the school or other public facilities and equipment available for use by public agencies and private nonprofit organizations, individuals and groups in the community
3. Preventive health, dental care, and nutrition
4. Special programs for particular target groups, such as older persons
5. Services designed to eliminate the high incidence of suspension, expulsion, and other disciplinary action involving chronically maladjusted students
6. Services for students who withdraw from school before completing secondary school requirements, regardless of age or time of withdrawal
7. Services for mentally or physically handicapped individuals or other health-impaired individuals
8. Rehabilitation purposes for juvenile and adult offenders
9. Parent education for care, development, and education of handicapped children
10. Training programs in institutions of higher education for the purpose of assisting full-time training for personnel who are engaged in or who intend to engage in community education programs
11. Specialized high schools or schools within schools organized around particular interests such as the arts, or using flexible scheduling and summer learning programs to take into account special needs of students, or creating interrelationships between secondary schools such as community resources as museums, cultural centers, and institutions of higher education
12. Development of means to use technology to improve the relationship between the school, the home, and community resources such as libraries, museums, and cultural centers

13. Early childhood and family education grants for programs operated by state and local education agencies and public and private nonprofit agencies or organizations for children below age six, which may include identification of potential barriers to learning, education of parents in child development, family services, education for parenthood programs and referral services

14. Leisure education

Many if not all of these programs and services should include career guidance goals and activities. Guidance personnel can take the initiative in submitting proposals for projects that center around career-related goals and activities.

Section 808 State Plan

In order for a state educational agency to receive its state allotment of funds, it must submit a 10-year state plan to the Commissioner. The plan must explain how the state's programs will be administered, funded, coordinated, operated, and evaluated. According to the rules and regulations for the act, the agency must first submit a 3-year plan to receive funds, and then it has 2 years to develop a 10-year plan.

The state agency must distribute 80 percent of the state allotment to local educational agencies, with regard to size of population. The agency may spend 15 percent on administration, technical assistance, conferences and dissemination, and coordination among local educational agencies. The state must cover any remaining costs of carrying out the plan from nonfederal sources.

The state plan must provide assurance that community education programs will serve all age groups as well as individuals with limited speaking ability and handicaps.

The plan must include procedures for needs assessment, identification of community resources, and use of cooperative agreements to ensure coordination and sharing of resources by public and private agencies. Provisions must be made for active involvement of community representatives that include institutions, groups, and individuals, including parents of school children.

The state agency has to establish application procedures to be used by local education agencies. These must include provisions for hearings for applicants whose applications are not approved.

The plan must indicate procedures to be used to evaluate the community education programs.

The Commissioner is supposed to approve state plans that meet these requirements and can only disapprove a plan after a hearing with the applicant has been held.

Guidance personnel can take steps to influence the content of the state plans. They can volunteer to serve on their states' planning committee(s).

Section 809 Grants to Local Education Agencies

Grants are obtained by submitting applications/proposals in response to requests for proposals (RFPs) issued by the Commissioner. Guidance program development teams can submit proposals to implement all or part of a community-based career guidance program. They should be certain to include a local educational agency as a major part of their proposal.

Section 810 Grants to Public Agencies and Nonprofit Organizations for Delivery of Community Services Through Community Education

Public agencies and nonprofit private organizations for community education programs that encourage use of school facilities and other eligible facilities must enter contractual or other agreements with local education agencies to carry out their activities. As with local education agencies' applications under Section 809 above, the applicants must submit proposals in response to RFPs issued by the Commissioner in order to obtain the funds.

The rules and regulations stipulate that state education agencies can qualify as a "public agency" in this section and are thus eligible for funding through two parts of the act.

Guidance personnel should take an active role in the submitting of proposals under this section of the act. They can encourage their organizations and agencies to collaborate with local educational agencies and, if necessary, take responsibility for writing and submitting the necessary proposals.

Section 811 National Leadership and Planning

This section allows the Assistant Secretary of Education to use up to $25 million through FY 1983 for such national leadership activities as publications, conferences, and other methods of disseminating information about community education. Guidance leaders should participate in these activities and also help disseminate the information that is available since much of it reinforces the goal of comprehensive, community-based career guidance.

Section 812 Training of Community Education Personnel

Institutions of higher education for training community education specialists must submit proposals in response to RFPs and must provide assurance that they will consult with appropriate state and local education agencies in the delivery of training. Guidance personnel are eligible to receive this training. They could also serve as consultants and presenters in the training sessions.

Section 813 Research

This section authorizes funds for the National Institute of Education (NIE) to carry out research on community education. The research is to include analyses of program impact and its relation to individual communities, parental involvement, school vandalism and violence, and the effect of nonfederal funds contributed (see Section 815). Guidance personnel may want to monitor the work of NIE to be certain that career guidance needs are addressed.

Section 814 Administration

The Commissioner is given authority and funding to collect and disseminate information about community education programs. Some examples listed are information regarding new programs, methods of encouraging community participation, needs assessment methods, and ways to coordinate community education services with other community services (see Section 806). The act allows the Commissioner to contract with public agencies or private organizations to carry out the clearinghouse functions. It is up to guidance specialists to encourage the inclusion of guidance in the community education materials. At the same time, guidance personnel can promote the concept and practices of community education.

The legislation calls for an 11-person National Community Education Advisory Council, to be appointed by the Secretary of Education. The Council is to be a mix of community education specialists (program operators and trainees) and program participants/consumers, with more specialists than consumers. Hopefully, guidance leaders will serve on the Council as members or make recommendations to the Council. The Council is to advise the Commissioner and the National Institute of Education and is authorized staff and other assistance.

Summary and Conclusions

In summary, the Community Schools and Comprehensive Community Education Act of 1978 is not a major piece of federal legislation in terms of funds available, but it is a major law in terms of its rationale and example for collaborative, community-based social service programs. The act encourages community groups to pool resources, make better use of facilities, and plan together for meeting the needs of the people in those communities. Hopefully, it will stimulate guidance personnel to initiate some productive changes in the way their current guidance services and programs are delivered.

HIGHER EDUCATION AMENDMENTS OF 1980

P.L. 96-374

Analysis by Linda Phillips-Jones

Content Outline

Title I--Establishment of a New Title I of the Higher Education Act of 1965

Sec. 101: New Programs Established

Title I--Continuing Postsecondary Education Program and Planning

Part A Commission on National Development in Postsecondary Education

Sec. 101: Findings
Sec. 102: Establishment of the Commission on National Development in Postsecondary Education
Sec. 103: Duties of the Commission
Sec. 104: Powers and Administrative Provisions
Sec. 105: Authorization

Part B Education Outreach Programs

Sec. 111: Findings
Sec. 112: State Allotments
Sec. 113: Comprehensive Statewide Planning
Sec. 114: Information Services
Sec. 115: Continuing Education
Sec. 116: Federal Discretionary Grants
Sec. 117: National Advisory Council on Continuing Education
Sec. 118: Definitions
Sec. 119: Appropriations Authorized and Payments

Title II--Amendment and Extension of Title II of the Higher Education Act of 1965

Sec. 201: Extension and Revision of Library Programs

Title II--College and Research Library Assistance and Library Training and Research

Sec. 201: Purpose; Authorization
Sec. 202: Notification of State Agency

Part A College Library Resources

Sec. 211: Resource Development Grants

Part B Library Training, Research, and Development

Sec. 221: Grants Authorized
Sec. 222: Library Career Training
Sec. 223: Research and Demonstrations
Sec. 224: Special Purpose Grants

Part C Strengthening Research Library Resources

Sec. 231: Eligibility for Assistance
Sec. 232: Geographical Distribution of Grants

Part D National Periodical System

Sec. 241: Purpose
Sec. 242: Establishment
Sec. 243: Functions of the Corporation
Sec. 244: Board of Directors
Sec. 245: Director and Staff of Corporation
Sec. 246: Nonprofit Nature of Corporation
Sec. 247: Authority of Corporation
Sec. 248: Implementing the Design
Sec. 249: Copyright Act
Sec. 250: Definitions
Sec. 251: Authorization of Appropriations

Title III--Establishment of a New Title III of the Higher Education Act of 1965

Sec. 301: Programs Authorized

Title III--Institutional Aid

Sec. 301: Findings and Purposes

Part A Strengthening Institutions

Sec. 311: Program Purpose
Sec. 312: Definitions
Sec. 313: Duration of Grant

Part B Aid to Institutions with Special Needs

Sec. 321: Program Purpose
Sec. 322: Definitions
Sec. 323: Duration of Grant
Sec. 324: Federal Share

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HIGHER EDUCATION AMENDMENTS OF 1980

Introduction

One of the most important pieces of federal legislation affecting guidance is the Higher Education Amendments of 1980 (Public Law 96-374). The amendments provide the most recent changes in the primary legislation affecting postsecondary institutions--the Higher Education Act of 1965.

The 1980 amendments are important to guidance in at least two significant ways. First, they provide a large financial resource ($45 billion over the next five years) to American colleges and universities and the agencies (such as the National Institute of Education and various national councils and commissions) that provide support for them. Funds are directly available for guidance **clients** in the form of loans, grants, fellowships, and work-study programs. Funds are also available to **staff** and **programs** in the form of salaries, professional development, research, materials acquisition, evaluation, and other opportunities. All of these are available to guidance personnel.

Second, the amendments place a new emphasis on nontraditional postsecondary students, including individuals over the age of 22. Numerous outreach and counseling efforts are authorized, and there are many chances for guidance personnel to have an impact on the programs that are developed at the postsecondary level. The following summary presents some of the highlights of the amendments and indicates some obvious areas that relate to career guidance.

Summary of Significant Sections

Title I--Continuing Postsecondary Education Program and Planning

Part A Commission on National Development in Postsecondary Education. This part of the amendments establishes a 25-person commission whose primary purpose is to conduct a study (due December 31, 1983) of the extent to which higher education policies and practices presently carry out the objectives of Congress and to identify the future needs of higher education. The Commission is to pay particular attention to adult (22 years or older) postsecondary education. Congress authorized $3 million through March 1984 to carry out this part of the legislation. Guidance personnel may wish to monitor the Commission's work and possibly participate directly in the research conducted as either Commission members, researchers, or research subjects. Funds are available for grants and contracts to individuals as well as to organizations.

Part B Education Outreach Programs. This part of the law focuses on students who have traditionally been excluded from postsecondary education, particularly adults over the age of 18. In Section 112 the state allotment formula is described. Sixty percent of the funds for this part is allocated on the basis of states' adult populations; 40 percent is allotted on an equal (same amount for each state) basis. In Section 113 the requirement for comprehensive state plans for serving adults is outlined. Counseling is specifically mentioned and other guidance services are implied, so guidance personnel should be closely involved in the planning process. These plans are to be coordinated with other federally mandated state plans.

States are authorized funds (at least $50,000 each) in Section 114 to "develop and coordinate new and existing educational and occupational information and counseling programs to eliminate unnecessary duplication and to provide a more comprehensive delivery of services to both traditional and nontraditional learners. . . ." These information and counseling programs are to be coordinated with programs authorized by other federal acts and other similar state and local efforts. States can contract with various organizations to carry out these functions.

More guidance opportunities are presented in Section 115, Continuing Education. States may offer grants and contracts for programs such as--

1. the creation or expansion of labor education, training and technical assistance programs, and the development of cooperative relationships between State and local labor organizations and institutions and agencies which provide opportunities for continuing education;

2. the removal of barriers to continuing caused by rural isolation or other rural-related factors;

3. legal, vocational, and health educational services and information services for older individuals who use preretirement education as a means to adjust to retirement;

4. the promotion of resource sharing for innovative uses of technology, including telecommunications, either on an interstate or intrastate basis, to overcome barriers to postsecondary educational opportunities;

5. educational and occupational information and counseling services designed to meet the special needs of adult women, particularly homemakers, and to assist their entry or reentry into postsecondary education and the labor force;

6. the collection and dissemination of information, including data banks, on sources of student financial assistance and information designed to assist individuals to make choices among postsecondary institutions, programs, and other educational opportunities;

7. community education service activities consistent with the purpose of this section for adults in rural areas;

8. postsecondary educational programs suited to individuals whose educational needs have been inadequately served, especially the handicapped, older individuals, migrant and seasonal farmworkers, individuals who can participate in programs only on a part-time basis, and individuals who otherwise would be unlikely to continue their education beyond high school;

9. child care services to assist individuals desiring to participate to enter or reenter the field of postsecondary education and the labor force; and

10. the promotion or delivery of postsecondary education services to women at the place of their employment or in conjunction with their employment."

Ten percent of the funds under this part is reserved for the Secretary of Education to make grants to organizations for various activities that could relate to comprehensive career guidance: developing and evaluating innovative ways to provide access to postsecondary education for adults, expanding resources for continuing education, promoting interstate educational delivery systems (including telecommunication systems), developing programs to coordinate educational and occupational information, providing preservice and inservice training related to child care and early childhood education, and other opportunities.

A 20-person National Advisory Council on Continuing Education is authorized. Its purpose is to advise the President, Congress, and Secretary of Education on all matters related to continuing education. Guidance leaders are eligible for council membership, and guidance personnel should monitor the council's activities to be certain that the needs of adults are well served.

A total of $200 million is authorized through fiscal year 1985 for the activities mentioned in this part of the amendments.

Title II--College and Research Library Assistance and Library Training and Research

This title focuses on federal support for libraries. Guidance personnel should be aware of at least three guidance-related aspects of this part of the act. First, support is available for acquisition of resources (books, tapes, records, and other library materials) that could be useful to guidance personnel themselves or to clients. Second, libraries are authorized to expand their community service activities, which could provide opportunities for community-based career guidance programs. Third, funds are available for training in library careers, an opportunity that can be mentioned to clients.

Title III--Institutional Aid

More than $900 million is authorized under this title of the amendments for grants to 2-year and 4-year postsecondary institutions to carry out their programs and services. The purpose of Part A, Strengthening Institutions, is to help institutions that enroll large numbers of low-income students and that could use assistance in planning, developing, and managing their operations. Special consideration will be given to institutions that submit plans that include (among other parts) "faculty development" and "student services." Both provide opportunities to improve guidance efforts.

Part B, Aid to Institutions with Special Needs, and Part C, Challenge Grants, provide funds to postsecondary institutions to improve their offerings. Comprehensive plans (or descriptions of the steps in which plans will be developed) are required as part of the application process to receive federal funds. Guidance specialists can influence the contents of these plans.

Title IV--Student Assistance

The largest portion of the funds authorized for the Higher Education Amendments is designated for this title of the law. Included is support for the following student assistance programs:

Part A: Title

- Basic Education Opportunity Grants (now called "Pell Grants")
- Supplemental Education Opportunity Grants
- State Student Incentive Grants
- Special Programs for Disadvantaged
  - Talent Search
  - Upward Bound
  - Special Services for Disadvantaged Students
  - Educational Oppotunity Centers
- Special Program for Migrant and Seasonal Farmwork Students
- Veterans' Cost of Instruction Payments

Part B: Guaranteed and Insured Student Loans (including loans to parents)

Part C: Work-Study Programs

Part D: National Direct Student Loans

There are guidance implications for every one of these programs, and guidance personnel should study the provisions and requirements of each in order to find resources for themselves, their guidance programs, and their clients. Funds are available for planning and staff development as well as for supporting personnel and clients directly.

Title V--Amendment and Extension of Title V of the Higher Education Act of 1965 (Teacher Corps and Teacher Training Programs)

Section 502 extends the Teacher Corps and authorizes additional funds for its operation. The limit on salaries for Teacher Corps interns is eliminated. Provision is made for training science and mathematics teachers at colleges with large numbers of low-income students (monies not currently available).

Considerable support is provided here for preservice and inservice training of higher education personnel. The Secretary of Education is authorized to make grants to schools of education for developing model teacher training projects and for retraining faculty members. Funds can be used to prepare faculty to work with JTPA personnel and personnel involved in cooperative education and "training of individuals to prepare for the workplace." Training can also be provided for persons who will specialize in the "implementation of the urban and environmental policies of the United States, and for other areas of critical need within education which are developing or are likely to develop . . . ." Schools can work together in consortium arrangements to carry out such programs.

Part C provides fellowships for training of elementary and secondary teachers to teach handicapped children. Teachers must agree to teach two years in a special education program after their training is finished or else repay the federal government.

Part D requires the coordination of federal programs which support educational professional development. An Office of Educational Professional Development is established in the education department to carry out this coordination.

Title VI--International Education Programs

This title extends and restructures international studies and foreign studies programs in colleges and universities. Funds are provided for international studies centers at both the graduate and undergraduate level.

The Amendments authorize a $7.5-million program of matching grants to promote cooperation between postsecondary institutions and American businesses involved in international trade. A national 23-person advisory board is to advise the Secretary of Education on matters related to international education. These activities should have a career guidance component.

Part N, International Understanding (which is actually a new amendment to Title III of the Elementary and Secondary Education Act of 1965), provides grants to increase the understanding of students and the public about foreign cultures. Funds can be used for inservice training, curriculum/materials development, dissemination, and language instruction. Projects may be carried on at all levels of education. Again, these activities could include career guidance for students interested in international career opportunities.

Title VII--Construction, Reconstruction, and Renovation of Academic Facilities

This part of the legislation provides grants and loans for the construction and renovation of campus buildings. Funds can now be used to improve energy efficiency, provide access for handicapped persons, comply with federal health and safety regulations, improve research facilities, and identify and remove asbestos hazards. Grants are limited to 50 percent of a project's costs. This section may not have direct implications for career guidance, but guidance personnel will no doubt want to monitor construction and use of facilities to be certain that the needs of staff and clients are served.

Title VIII--Cooperative Education

The legislation extends grants for postsecondary cooperative education programs. These funds can be used for planning, delivery of direct services, and research and development projects. Students can work and study in alternating semesters or do both in the same term. Guidance should be an integral part of cooperative education programs. At the same time, cooperative education should play a key part in comprehensive career guidance programs. This legislation can be a resource for guidance personnel who want to integrate the two concepts.

Title IX--Graduate Programs

The aim of this title is to expand opportunities in graduate education through grants for institutions and individuals. Considerable amounts of funds are available for students and potential students who want to pursue graduate degrees. Guidance personnel can take advantage of these resources for their own professional growth and can also refer clients to them.

Title X--Fund for the Improvement of Postsecondary Education

This federal program, called "FIPSE" for short, provides grants and contracts to educational organizations in order to improve postsecondary education. The funds can be used for: (1) reform, innovation, and improvement in postsecondary education in general; (2) programs involving new paths to careers and new combinations of academic and experiential learning; (3) programs based on communications technology; (4) changes in internal structure and operations; (5) new cost-effective methods of instruction and operation; (6) reforms to help students enter or re-enter postsecondary institutions and develop individualized educational study programs; (7) reforms in graduate education and faculties; (8) improvements in credentialing processes.

A 15-person National Board of the Fund for the Improvement of Postsecondary Education is authorized. The FIPSE staff is authorized to approve grants and contracts without being subject to review by other education department officials.

Title XI--Urban University Grant Program

This title establishes grants for urban universities to work with local governments and communities on research and service projects that address urban problems. It is also aimed at helping universities make their resources (e.g., specialized training, research services, and technical assistance) more available to the communities in which they are located. A total of $175 million is authorized through fiscal year 1985 for these grants. There are implications for community-based career guidance programs in this title. Guidance personnel can investigate the possibility of teaming with urban university staff to provide such a community program.

Title XII--General Provisions

States are required to sign formal planning agreements with the Secretary of Education to qualify for federal funds for continuing education programs, State Student Incentive Grants, and campus construction projects. The states that participate are also required to coordinate state and federal aid to postsecondary education and to establish accounting and application review procedures. Representatives of postsecondary education are required to participate in state planning.

The legislation allows for a 15-person National Advisory Committee on Accreditation and Institutional Eligibility. While no specific mention is made of guidance in the duties or membership of the committee, guidance leaders are eligible to serve and should monitor the committee's work.

Title XIII--Miscellaneous Provisions

This title amends the General Education Provisions Act to allow 2-year (instead of 1-year) forward funding of education programs supported by that act. It also provides appropriations for science education programs and transfers them from the National Science Foundation to the Department of Education.

Authorization is extended to September 30, 1981 for the Commission on the Review of the Federal Impact Aid Program.

The National Institute for Education (NIE) is extended with an appropriation of $730 million through fiscal year 1985.

The remainder of this title does the following:

- Establishes in the Education Department an information clearinghouse for the handicapped
- Authorizes $500,000 for a three-year study of the education needs of native Hawaiians
- Extends a program providing aid to the Navajo Community College
- Grants land-grant-college status to the community colleges of American Samoa and Micronesia
- Authorizes $750,000 a year for the Robert A. Taft Institute, a nonprofit organization in New York that sponsors programs to teach elementary school and secondary school teachers about American government
- Authorizes $6 million in fiscal year 1981 to establish the General Daniel James Memorial Health Education Center at Tuskegee Institute
- Authorizes $750,000 in fiscal year 1981 to establish the William Levi Dawson Chair of Public Affairs at Fisk University

Summary and Conclusions

The Higher Education Amendments of 1980 provide considerable resources to support the concept of comprehensive career guidance programs. While guidance and counseling are mentioned specifically in only certain sections of the legislation, there are guidance-related opportunities in almost every part. Guidance personnel should study the amendments as well as the forthcoming rules and regulations to be certain that they are directly involved in the extensive planning activities authorized as well as in the direct delivery of services authorized.

ECONOMIC OPPORTUNITY ACT OF 1974

P.L. 93-644

Title VIII--Native American Programs Act of 1974, as amended in 1978 and 1981

Analysis by Jack A. Hamilton and Linda Phillips-Jones

Content Outline

Sec. 802: Statement of Purpose
Sec. 803: Financial Assistance for Native American Projects
Sec. 804: Technical Assistance and Training
Sec. 805: Research, Demonstration, and Pilot Projects
Sec. 806: Announcement of Research, Demonstration, or Pilot Projects
Sec. 807: Submission of Plans to State and Local Officials
Sec. 808: Records and Audits
Sec. 809: Appeals, Notice, and Hearing
Sec. 810: Evaluation
Sec. 811: Labor Standards
Sec. 812: Delegation of Authority
Sec. 813: Definitions
Sec. 814: Authorization of Appropriations

ECONOMIC OPPORTUNITY ACT OF 1974

TITLE VIII--NATIVE AMERICAN PROGRAMS ACT OF 1974

Introduction

The Native American Programs Act of 1974, as amended in 1978 and in 1981, provides financial assistance to public and private nonprofit agencies, including but not limited to governing bodies of Indian tribes and other Native American organizations. The purpose of the financial assistance is to support projects to promote the economic and social self-sufficiency of Native Americans. The act, as amended, is authorized through fiscal year 1984.

There are many guidance implications within the Native American Programs Act. However, these implications are often implicit and must be identified in order for guidance to become an integral part of economic and self-sufficiency programs for Native Americans. This analysis will suggest examples of ways this can be accomplished.

Summary of Significant Sections

Section 803 Financial Assistance for Native American Projects

Financial assistance is available to public and nonprofit private agencies, including but not limited to governing bodies of Indian tribes on federal and state reservations, Alaskan Native villages and regional corporations established by the Alaska Native Claims Settlement Act, such public and nonprofit private agencies serving Hawaiian Natives, and Indian organizations in urban or rural nonreservation areas for projects pertaining to the purposes of this act.

Any projects awarded to the above-mentioned governing bodies and agencies can include (or even focus entirely on) guidance and counseling. Individuals interested in pursuing such a project should establish contacts with Native American leaders, identify needs, and collaborate in submitting a proposal for a project. Examples of guidance-related activities for Native Americans include: preparing bicultural and bilingual career guidance materials; facilitating individual and possibly group career guidance sessions; conducting preservice or inservice training of guidance personnel to serve Native Americans; establishing computerized guidance programs; conducting workshops in career decision making, entrepreneurship, financial planning, economic development, and other topics; and evaluating the effects of training and guidance activities on Native Americans, their organizations, and communities.

Financial assistance includes assistance advanced by grant, agreement, or contract but does not include the procurement of plant or equipment or of goods or services. "Indian reservation" or "Alaskan Native village" include the reservation of any federally or state-recognized Indian tribe, including any band, nation, pueblo, or rancheria, any former reservation in Oklahoma, any community under the jurisdiction of an Indian tribe, including a band, nation, pueblo, or rancheria, with alloted lands or lands subject to a restriction against alienation imposed by the United States or a state, and any lands of or under the jurisdiction of an Alaskan Native village or group, including any lands selected by Alaskan Natives or Alaskan Natives organizations under the Alaska Native Claims Settlement Act. "Native Hawaiian" means any individual any of whose ancestors were natives of the area which consists of the Hawaiian Islands prior to 1778.

Financial assistance extended to an agency under this act shall not exceed 80 percent of the approved costs of the assisted project, with exceptions if additional assistance is deemed to be required. Nonfederal contributions may be in cash or in kind, fairly evaluated, including but not limited to plant, equipment, and services.

Projects approved for assistance under this act must not be in substitution for comparable activities previously carried out without federal assistance.

Section 804 Technical Assistance and Training

Technical assistance is available to public and private agencies in developing, conducting, and administering projects under this act and short-term inservice training is available for specialized or other personnel that is needed in connection with projects receiving financial assistance under this act.

Guidance specialists can assist in delivering many kinds of technical assistance to project staffs. This assistance could include providing training in counseling and consulting techniques, helping project managers measure the outcomes of their projects, motivating project leaders to maintain high levels of commitment to their projects, and assisting with guidance software for computerized guidance programs.

Since technical assistance contracts are often awarded by the federal government, particularly the Administration for Native Americans, guidance personnel should consider submitting proposals (in conjunction with Native American groups) to provide this service.

Section 805 Research, Demonstration, and Pilot Projects

Financial assistance is available through grants or contracts for research, demonstration, or pilot projects conducted by public or private agencies which are designed to test or assist in the development of new approaches or methods that will aid in overcoming special problems. These projects must be relevant to an overall plan that governs the approval of research, demonstration, and pilot projects and the use of all research authority under this act. The plan sets forth specific objectives to be achieved and priorities among such objectives.

Numerous guidance-related research, demonstration, and pilot projects could meet the requirements of this section as outlined in the overall plan. Depending on federal priorities, these could focus on special guidance needs of Native American subpopulations (e.g., unemployed youth, women, and disabled), particular methodologies (e.g., individual vs. group guidance, computerized vs. traditional printed guidance materials), unique staff training approaches, and other topics.

Guidance personnel should confer with Native American leaders to see how collaboration might produce useful projects.

Section 807 Submission of Plans to State and Local Officials

Financial assistance will not be provided to any project under this act that is to be carried out on or in an Indian reservation or Alaskan Native village, unless a plan setting forth the project has been submitted to the governing body of that reservation or village and the plan has not been disapproved by the governing body within thirty days of its submission.

Specific guidance objectives and activities for meeting those objectives should be written into each plan. Guidance specialists should review all plans, including budgets, to be certain that guidance components are reasonable and cost effective.

Section 808 Records and Audits

Each agency that receives financial assistance under this act shall keep records fully disclosing the amount and disposition by that agency of such financial assistance, the total cost of the project in connection with which such financial assistance is given or used, the amount of that portion of the cost of the project supplied by other sources, and such other records as will facilitate an effective audit.

Section 810 Evaluation

Projects assisted under this act shall incorporate evaluations that describe and measure the impact of such projects, their effectiveness in achieving stated goals, their impact on related programs, and their structure and mechanisms for delivery of services, including, where appropriate, comparisons with appropriate control groups composed of persons who have not participated in such projects. Evaluations shall be conducted by persons not directly involved in the administration of the program or project evaluated.

All evaluations should include an examination of guidance practices and materials used by projects. Guidance specialists with expertise in research and evaluation could act as the required third-party evaluators.

General standards for evaluation of program and project effectiveness in achieving the objectives of this act are available. The extent to which such standards have been met shall be considered in deciding whether to renew or supplement financial assistance authorized under this act.

Agencies receiving assistance under this act may be required to provide for independent evaluations.

The results of evaluative research and summaries of evaluations of program and project impact and effectiveness shall be submitted to the federal government not later than ninety days after they have been completed.

Summary and Conclusions

A continuing federal commitment to the goals of the Native American Programs Act is needed, since although some progress has been made, Native Americans still lag behind the general population in many important areas, including employment, income, education, housing, and health. The Native American Programs Act has been instrumental in assisting Indian Tribes and other Native American groups to obtain the necessary financial resources and community collaboration to operate human service programs for the benefit of their own members.

If quality guidance activities are built into the programs funded by the act, progress should occur even more rapidly.

SMALL BUSINESS DEVELOPMENT CENTER ACT OF 1980

P.L. 96-302

Analysis by Jack A. Hamilton and Linda Phillips-Jones

Content Outline

Sec. 202: The Small Business Act is amended by redesignating Section 21 as Section 30 and by inserting the following new Section 21:

a. Grant Authorization
b. Plan for Providing Assistance
c. Nature of Services Provided
d. Authorization of Laboratories
e. Authorization of Innovation Centers
f. Authorization of Cooperation with the National Aeronautics and Space Administration
g. Deputy Associate Administrator for Management Assistance
h. National Small Business Development Center Advisory Board
i. Local Advisory Boards
j. Plan for Evaluation
k. Contracting Authority

Sec. 203: Section 7(d)(l) of the Small Business Act is amended as follows:

d. Funding Limits and Conditions

SMALL BUSINESS DEVELOPMENT CENTER ACT OF 1980

Introduction

In the mid-1970s the United States ranked last among the 11 leading nations of the world in productivity growth. Many officials felt that the nation's low standing was in some part caused by a lack of management ability and technology in the small business sector. It was believed that, with the establishment of the Small Business Development Center Program (SBDC), small businesses located in those areas served by an SBDC would be assisted to grow and flourish. SBDCs would do for the small business community what the Agricultural Extension Service had done for the farming community. What evolved was a partnership among the university, the government, and the private sector, designed to provide full-service management and technical assistance to small business.

The first of eight SBDCs was chartered by the Small Business Administration (SBA) in 1976 at California State Polytechnic University in Pomona. Subsequent centers were established during the first half of 1977 at seven other universities. These eight universities were part of a pilot effort by SBA to ascertain if universities could successfully link together resources from many parts of the community to assist small business. Each SBDC had a contract with SBA to serve small business.

The program grew in fiscal year 1979 with contracts issued to the University of Wisconsin and the University of South Carolina. In South Carolina, a consortium consisting of four colleges and universities was organized to serve small business. In Wisconsin, 11 schools within the university system were incorporated into the SBDC. Howard University in Washington, D.C., was designated a SBDC in March 1979.

These 11 universities applied through the submission of proposals and became SBDCs primarily because of existing successful small business programs which could fit into the SBDC concept as well as the availability of nonfederal resources.

At the end of fiscal year 1979, five more SBDCs were established through an equal match of federal and nonfederal funds.

These selections were primarily based on a combination of criteria pertaining to a state of readiness, location, and availability of levered and/or matching funds. Several of these SBDCs, which began their operations on a limited scale, have expanded their program both geographically and demographically by including additional centers. A few of these centers have attained full state coverage.

The SBDC concept was expanded in the Small Business Development Center Act of 1980; the concept is summarized next.

The guidance implications of P.L. 96-302 are numerous, but in most instances they are implicit rather than explicit. Individuals committed to quality guidance will have to identify and communicate ways that guidance and counseling practices can contribute to small business development and in turn to the career development of people. Throughout this analysis, suggestions are offered on ways that this can be done.

Definition

A Small Business Development Center is a program designed to provide comprehensive small business management and technical assistance to the small business community. The center serves as the focal point for linking together resources of the federal, state, and local governments with those resources of the university and the private sector. These resources are utilized to counsel and train small businesses in resolving organizational, financial, marketing, technical, and other problems they might encounter.

SBDCs can be divided into two broad categories according to the services offered: (1) basic services SBDCs, and (2) specialized services SBDCs.

A basic services SBDC performs business management services. It disseminates business management information; develops entrepreneurial skills; performs management audits, market studies, financial analyses, and feasibility studies; and provides business management counseling and training. In performing these functions, the SBDC strengthens the economy of the area served by developing the management knowledge and skills of small business owners, which in turn promotes stability, growth, and employment.

In addition to performing basic services, the SBDC with specialized disciplines will provide a broader range of services. Basic services SBDCs will draw on the specialized services SBDC to serve the specialized needs of its clients. Those additional specialized services that may be offered are--

- a business skills assessment center;
- an international trade center;
- a business law information service;
- capital formation advisory services;
- technical services; and
- an economic and business data analysis center.

Several of the services that are mentioned here have guidance implications. An SBDC with a business skills assessment center will be interested in state-of-the art assessment methods and products, many of which can be provided by guidance professionals with expertise in measurement and evaluation. SBDC managers may consult with guidance specialists on all phases of skill assessment as well as skill development.

Guidance can and should be incorporated into each of the other service areas. For example, guidance specialists can train center staff in such areas as counseling methods, career development, and consultation. Business law information services can utilize some of the innovations in computerized guidance in order to store information and make it available to individual business clients.

The technical services components of the centers can and should have the most significant guidance implications.

Goals and Objectives

The objective of the Small Business Development Center is to develop a system to deliver management assistance to the small business community utilizing the resources of: local, state, and federal government programs; various segments of the private sector; and universities and colleges throughout the state. By linking together these resources, the SBDC makes management and technical assistance available to small businesses in the area served by the SBDC.

Attaining this objective will achieve the following results:

- Development of small business opportunities for new start-ups and the expansion of existing businesses, which strengthens the economic area
- Development of the economic area served by the SBDC by providing opportunities for increased productivity through utilization of modern technology as developed by the government, the university, and the private sector

- Development of a clearinghouse for the collection and dissemination of economic and business data
- Assistance to businesses in developing more efficient marketing and distribution channels, including foreign trade marketing
- Increased opportunities for socially and/or economically disadvantaged entrepreneurs to enter the main stream of our economy through an organized outreach program
- Increased small business viability, so that the small business client graduates from the SBDC to fee consulting firms

Although the objective and its results do not explicitly mention guidance or counseling, they provide several opportunities for them. Two specific examples include the following:

1. The clearinghouse should include not only economic and business data but human and material resources on such topics as motivation, risk taking, career decision making, team building, affirmative action, and other guidance and counseling areas.
2. The outreach program for disadvantaged and minority entrepreneurs can take advantage of the latest findings in individual and group counseling, minority group needs, computerized career guidance, printed and video resource materials, and client outreach methods.

The "Wholesaling" Concept

The SBDC program was inaugurated to expand management assistance services to the small business sector via a "wholesaling" approach. SBA interprets **wholesaling** to mean "chartering separate institutions to manage the total delivery of counseling and training" rather than handling individual activities via SBA field office personnel.

Summary of Significant Sections

Section 202(a) Grant Authorization

The Small Business Administration will provide funds, the amount being determined pro-rata based on the population to be served by the SBDC as compared to the total population in the United States. These funds will be allocated to the entity within the state operating the Small Business Development Center, with the understanding that the entity will provide matching nonfederal funds. These matching funds may be in the form of in-kind contributions not to exceed 50 percent of the total match amount. The SBA does reserve the right to make adjustments in funding levels based on a management decision. This is particularly applicable in start-up situations.

The SBA shall require, as a condition to any funding of an SBDC, that an additional amount be paid (excluding any fees collected from recipients of such assistance) equal to the amount of such funding furnished from sources other than the federal government, provided that the additional amount shall not include any amount of indirect costs or in-kind contributions paid for under any federal program, nor shall such indirect costs or in-kind contributions exceed 59 percent of the nonfederal additional amount.

Financial assistance shall not be made available to any applicant if approving such assistance would be inconsistent with a plan for the area involved that has been adopted by an agency recognized by the state government as authorized to do so and approved by SBA.

Since the centers will rely on these written plans, guidance personnel can take steps to influence what is included in them. Collaboration between center management and guidance personnel can produce specific guidance strategies for inclusion throughout the documents. Even when plans have already been developed, they can be modified when it is clear that guidance suggestions will benefit the centers and clients.

SBDCs are encouraged to develop a base of financial support from various sources within the private sector. The establishment of significant relationships between SBDCs and various private sector entities is perceived to be a matter of great importance--one that will have a direct bearing upon the viability of the SBDC Program.

Section 202(c) Nature of Services Provided

SBDCs receiving grants shall assist small businesses in solving problems concerning operations, manufacturing, engineering, technology exchange and development, personnel administration, marketing, sales, merchandising, finance, accounting, business strategy development, and other disciplines required for small business growth and expansion, innovation, increased productivity, and management improvement, and for decreasing industry economic concentrations.

The three primary services provided by an SBDC include counseling, training, and technical assistance.

Counseling services to small business owners and prospective owners are the backbone of the SBDC operation. Counseling includes services provided to assist small business firms to identify management problems, develop corrective measures, plan alternative solutions, and advise and assist in implementation as appropriate.

Since counseling is explicitly mentioned in this portion, there are many possibilities for improving the quality of counseling services provided. Center staff can be trained in guidance methods. Individual and group guidance sessions can be organized to motivate clients and assist them in their business ventures. Group sessions can be co-facilitated by business specialists and trained counselors. Existing individualized guidance packages can be adopted or adapted for center use.

While not a primary objective of the SBDC Program, loan packaging is an acceptable SBDC activity when it is the logical outgrowth of management counseling services and when the client's need is apparent during the counseling process.

Training is provided to raise the level of knowledge and skills of existing and prospective small business owners so that they may more effectively manage their operations, improve their basis for business decisions, and increase their ability in key functions of business activities.

Guidance specialists can help plan, conduct, and evaluate the training that is provided. In addition to training in skills and knowledge, guidance specialists can provide valuable help in the area of attitudinal training.

Technical assistance involves assisting small businesses in solving problems concerning technology exchange and development. This includes conducting and coordinating research into technical problems.

SBDCs are required to assist small businesses in resolving problems involving technology exchange and development. This type of problem solving is needed for smaller concerns in order to foster growth and expansion, innovation, increased productivity, and management improvement.

Guidance experts could be useful in planning, delivering, and evaluating all phases of technical assistance. Numerous guidance-related research and evaluation studies can be implemented by the centers themselves as well as by the universities, research organizations, and businesses collaborating with them.

Section 202(d) Authorization of Laboratories

Laboratories operated or funded by the federal government are authorized and directed to cooperate with the SBA in developing and establishing programs to support Small Business Development Centers by making facilities and equipment available, providing experiment-station capabilities in adaptive engineering, providing library and technical information processing capabilities, and providing professional staff for consulting. The SBA is authorized to reimburse the laboratories for such services.

There are implications for guidance in the support services to be provided by the laboratories, as well as the innovation centers and National Aeronautics and Space Administration centers described in a later section. Assessments should be done to determine the types of guidance being provided by these organizations to the business community and the possibilities for expanding such services at little or no extra cost.

Section 202(e) Authorization of Innovative Centers

The National Science Foundation and innovation centers supported by the National Science Foundation are authorized and directed to cooperate with Small Business Development Centers participating in this program. The National Science Foundation shall report annually on the performance of such innovation centers with recommendations to the SBA and the Congress on how such innovation centers can be strengthened and expanded. The National Science Foundation shall include in its report to Congress information on the ability of innovation centers to interact with the nation's small business community and make recommendations to the SBA on continued funding.

Section 202(f) Authorization of Cooperation with the National Aeronautics and Space Administation

The National Aeronautics and Space Administration (NASA) and industrial application centers supported by NASA are authorized and directed to cooperate with Small Business Development Centers participating in this program. NASA shall report annually on the performance of such industrial application centers with recommendations to the SBA and Congress on how such industrial application centers can be strengthened and expanded. NASA shall include in this report to Congress information on the ability of industrial application centers to interact with the nation's small business community and make recommendations to the SBA on continued funding.

Section 202(h) National Small Business Development Center Advisory Board

There shall be established a National Small Business Development Center Advisory Board, which shall consist of nine members appointed from civilian life by SBA's administrator. These persons shall be of outstanding qualifications known to be familiar and sympathetic with small business needs and problems. No more than three members shall be from universities or their affiliates and six shall be from small businesses or associations representing small businesses. At the time of appointment to the board, the administrator shall designate one-third of the members and at least one from each category whose term shall end in two years from the date of appointment, a second third whose term shall end in 3 years from the date of appointment, and the final third whose term shall end in 4 years from the date of appointment. Succeeding boards shall have 3-year terms, with one-third of the board changing each year.

Persons with training and experience in guidance should be included as members of both the national board and the local advisory boards.

The board shall elect a chairman and advise, counsel, and confer with the Deputy Associate Administrator for Management Assistance, who has overall responsibility for administration of the SBDC Program. The board shall meet at least quarterly and at the call of the chairman of the board.

Section 202(i) Local Advisory Board

Each SBDC will ultimately be required to establish its own advisory board with strong representation from the business sector. This board shall elect a chairman and advise, counsel, and confer with the director of the SBDC on all policy matters pertaining to the operation of the SBDC, including who may be eligible to receive assistance and how local and regional private consultants may participate with the SBDC.

Section 202(j) Plan for Evaluation

SBA, with the advice of the National Advisory Board, shall establish a plan for evaluation of the Small Business Development Center Program, which may include the retaining of an independent concern to conduct such an evaluation. The evaluation shall be both quantitative and qualitative and shall determine--

- the impact of the Small Business Development Center Program on small businesses, including private consultants, and the socioeconomic base of the area served;
- the multidisciplinary resources that the Small Business Development Center Program was able to coordinate to assist small businesses; and
- the extent to which various types of small businesses engaged in areas such as manufacturing, retailing, wholesaling, and services have been assisted by the Small Business Development Center Program.

For the purpose of this evaluation, the SBA is authorized to require any Small Business Development Center or party receiving assistance under this section to furnish it with such information annually or otherwise as it deems appropriate. Such evaluation shall be completed and submitted to the Senate Select Committee on Small Business and the Committee on Small Business of the House of Representatives by January 31.

One of the key features of this program that should be evaluated is the quantity and quality of guidance provided by the centers as well as its impact on clients served. Guidance specialists should help prepare the evaluation plans and should monitor the evaluations that are conducted. They should also participate in the hearings conducted by the House and Senate review committees.

It is the intention of the conferees that both the House and Senate Small Business Committees will have the opportunity to review the results of the SBA evaluation of this program. The Small Business Committee of the House of Representatives intends to hold hearings on those evaluations and develop legislation appropriate to the findings of the Committee.

Summary and Conclusions

The three fundamental services provided by an SBDC include counseling, training, and technical assistance. In addition to these three primary services, specific activities of SBDCs must include but are not limited to--

- furnishing one-to-one individual counseling to small businesses;
- assisting in technology transfer, research, and coupling from existing sources to small businesses;
- maintaining current information concerning federal, state, and local regulations that affect small businesses and counseling small businesses on methods of compliance;
- providing counseling, training, and technology development when necessary to help small businesses find solutions for complying with environmental, energy, health, safety, and other federal, state, and local regulations;
- coordinating and conducting research into technical and general small business problems for which there are not ready solutions;
- providing and maintaining a comprehensive library that contains current information and statistical data needed by small businesses;
- maintaining a working relationship and open communication with the financial and investment communities, legal associations, local and regional private consultants, and local and regional small business groups and associations in order to help address the various needs of the small business community;
- conducting in-depth surveys for local small business groups in order to develop general information regarding the local economy and general small business strengths and weaknesses in the locality;
- maintaining lists of local and regional private consultants to whom small businesses can be referred; and
- assisting minorities, women, veterans, and others who have specific problems needing special attention.

In summary, there are numerous, often implicit guidance implications throughout the act. Since the SBDCs are primarily designed to provide consultation and guidance to individuals establishing small businesses, there is almost no area in which qualified guidance specialists could not assist the centers in becoming more successful. They can do this through assistance with program planning, training staff, selecting learning materials, conducting guidance sessions and workshops, establishing individualized (including computerized) guidance programs, and conducting useful evaluations.

OMNIBUS BUDGET RECONCILIATION ACT OF 1981

P.L. 97-35

Subtitle D: Elementary and Secondary Education Block Grant--also cited as the "Education Consolidation and Improvement Act of 1981"

As Amended by P.L. 98-211, 1983

Analysis by Jack A. Hamilton and Linda Phillips-Jones

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OMNIBUS BUDGET RECONCILIATION ACT OF 1981

EDUCATION CONSOLIDATION AND IMPROVEMENT ACT (ECIA) OF 1981

Introduction

On July 31, 1981, Congress enacted the Education Consolidation and Improvement Act of 1981 (ECIA) as part of a federal government budget reduction program. The act makes substantive changes in a number of federal education programs. It reduces or eliminates a number of requirements. The act took effect October 1, 1982.

The stated purpose of the ECIA is to impose less federal control of education. The act provides for greater state and local discretion in the use of funds. The federal programs authorized continue to address the needs of special population groups whose education requires expenditures higher than average. Federal funds must not supplant funds from nonfederal sources. Federal funds must be supplemental, assisting states and local districts in efforts to provide for special educational needs. Maintenance of state and local effort is required, but at 90 percent (instead of 100 percent) of the second preceding fiscal year. A Secretary's waiver for exceptional or uncontrollable circumstances is authorized.

Chapter 1 of the act is a revision of the Elementary and Secondary Education Act of 1965, Title I. Although no major programmatic changes are made, the act reduces what is described as "overly prescriptive regulations and administrative burdens."

Chapter 2 consolidates approximately 30 programs into a single state-formula grant and several others into a Secretary's discretionary fund. There is a major shift in the federal-state-local funding relationship. Although some programs consolidated were formally allocated on a formula basis, most of the programs consolidated into the state-formula grant were formerly under the Secretary's discretionary funds for special projects. These were awarded to school districts, postsecondary institutions, and community-based organizations, through competitive grant processes. Under the new act, funds are allocated to states on a formula based on school age population. Of the funds a state receives, the state educational agency (SEA) must allocate 80 percent to local educational agencies on the basis of a formula developed by the state, which emphasizes high-cost students, particularly the economically disadvantaged.

Each local educational agency will receive funds under chapter 2 to be used for basic skills development, educational improvement and support services, and special projects. Local school officials have discretion in allocation among these purposes and are not required to spend funds on all of them. In consultation with parents, staff, and nonpublic school representatives, school officials can establish one or more priorities from among the list of activities on which to concentrate their funds. The federal funds must not supplant local and state funds. Maintenance of effort is required in order to maintain the supplementary nature of the federal contribution. A local three-year application must be filed with the state. The application must provide general assurances, such as the appropriate provision of services to nonpublic school students and teachers and provision for fiscal accountability and program evaluation.

Under provisions by which 80 percent of the federal chapter 2 grant funds are distributed, all local districts will receive these funds directly from the state. Under earlier federal acts only some districts received funds from the Secretary of Education. The remaining 20 percent is allocated to the state educational agency for administration, supervision, technical assistance, and services.

The Secretary's discretionary fund consists of 6 percent of all funds provided for chapter 2. These funds will be available to eligible applicants on the basis of nationwide competitive grants. Eligible activities include gathering and disseminating information (including the National Diffusion Network), individual needs assessment, research and demonstration, teacher and other personnel training, technical assistance to state and local educational agencies, the Inexpensive Book Distribution Program (as carried out under "Reading is Fundamental"), programs of national significance (formerly under "Arts in Education"), and alcohol and drug abuse education.

The act does not consolidate certain current and major categorical funding programs. Although ESEA, Title I, is rewritten in chapter 1, it remains a single categorical program. Other major federal categorical programs remain separate, including the Bilingual Education Act; the Vocational Education Act; the Education for All Handicapped Children Act; The Rehabilitation Services Act; The Adult Education Act; the Indian Education Act; Impact Aid; Women's Educational Equity Act; Civil Rights Act, Title IV--Training and Advisory Services; The Library Services and Construction Act; and most of the Higher Education Act.

Guidance personnel interested in seeking funding for programs through this new legislation will have to consider new approaches. If in the past their emphasis was on writing proposals for federal discretionary funds, program managers may want to spend less time on seeking these limited funds and more time on establishing programs (and contacts) with appeal to state, county, and local educational officials.

Since a local three-year application must be filed with the state educational agency, guidance personnel ought to secure copies of their state's applications and study the requirements presented there. They should monitor the state's priority-setting process relative to the block grants and participate in discussions and decisions made. They would be wise to introduce themselves and their program goals and objectives to local decision makers in order to ensure that guidance programs are an integral part of all other important educational programs.

Since much of the block grant funding is formula-based according to number of eligible students, guidance leaders should assist local educational officials in identifying every student who has the needs (e.g., economic disadvantage) targeted in this act.

Six percent of the federal funds under this legislation remain under the discretion of the Secretary of Education. Guidance personnel will want to watch the *Commerce Business Daily* and *Federal Register* regularly for notices of federal priorities and application deadlines. Since the competition for these funds will be intense, guidance program developers should enhance their proposal/grant application writing skills and also consider teaming with strong collaborators in order to present winning bids.

Summary of Significant Sections

The Education Consolidation and Improvement Act of 1981 consists of three chapters:

- Chapter 1--Financial Assistance to Meet Special Educational Needs of Disadvantaged Children is a rewrite of ESEA Title I. The new law draws upon provisions in the old Title I, such as retaining the allocation formula and the emphasis on low-income children, but also provides some simplification and relaxation of previous requirements, such as 90 percent, rather than 100 percent, maintenance of effort.

- Chapter 2--Consolidation of Federal Programs for Elementary and Secondary Education consolidates ESEA Titles II through VI, VIII, and IX and supporting authorizations into a single program of grants to states, to be used for the same purposes. There are also some programs and projects to be reserved for the Secretary of Education's discretion.

- Chapter 3--General Provisions provides various administrative and accounting requirements and limits both the authority of the Secretary to issue regulations and the legal standing of the regulations.

All chapters took effect beginning October 1, 1982, and are authorized through fiscal year 1987. With this guideline, the appropriations committees in Congress are to establish the exact funding levels for the consolidated programs in succeeding years. Chapter 2 is outlined below in greater detail, as it is the most pertinent section.

Section 561 Purpose

Chapter 2 consolidates approximately 30 elementary and secondary programs into a single state grant. It consolidates several other categorical programs into a Secretary's discretionary fund. Funds must be used for specified purposes, but in accordance with the educational needs and priorities of state and local educational agencies. It is the intent that the programs be implemented with a reduction in the administrative requirements and paperwork burdens associated with current categorical programs.

As mentioned earlier, guidance personnel must convince state and local educational officials of the need for strong guidance programs. For example, guidance managers can point out how guidance goals and activities must be included in basic skills programs, arts, metric education, youth employment, health education, community schools, and ethnic heritage programs. Specific objectives and strategies should be meshed with those written by the traditional leaders of these efforts--many of whom are unfamiliar with (and even opposed to) guidance.

In addition to combining or subordinating guidance goals and activities within other programs, guidance innovators should look for opportunities to fund parts of guidance programs as separate line items within the block grants. This combination of collaborating with other programs and still pursuing separate resources for guidance programs will increase the likelihood that a local community's guidance needs will be met.

The following elementary and secondary categorical programs are included in the consolidation into a single state grant:

- Basic Skills (ESEA Title II)
- Special Projects (ESEA Title III):
    - Metric Education
    - Arts in Education
    - Preschool Partnership Programs
    - Consumer Education
    - Youth Employment
    - Law-Related Education
    - Environmental Education
    - Correction Education
    - Biomedical Sciences
    - Population Education
    - Health Education
- Instructional Materials and School Library Resources (ESEA Title IV-B)
- Improvement in Local Educational Practice (ESEA Title IV-C)
- Guidance, Counseling, and Testing (ESEA Title IV-D)
- Strengthening State Education Agency Management (ESEA Title V-B)
- Emergency School Aid (ESEA Title VI)

- Community Schools (ESEA Title VIII)

- ESEA Title IX (except Part C Women's Educational Equity):
  - Gifted and Talented Children
  - Educational Proficiency Standards
  - Special Grants for Safe Schools
  - Ethnic Heritage Program

- Teacher Corps (HEA Title V-A)

- Teacher Centers (HEA Title V-B, Sec. 532)

- Follow Through Act (on a phased basis over 3 years)

- Pre-College Science Teacher Training (NSFA, Sec. 3(a)(1))

- Career Education Incentive Act

The following categorical programs are consolidated into a Secretary's discretionary fund:

- Dissemination of Information (ESEA Title III-K)

- National Diffusion Network (ESEA Title III, Part A Sec. 303)

- Inexpensive Book Distribution Program under "Reading is Fundamental" (ESEA Title II-C)

- Programs of National Significance under "Arts in Education" (ESEA Title III-C)

- Alcohol and Drug Abuse Education Act

Section 563 Allotment of Funds to States

From the total amount of funds made available for chapter 2, 1 percent is reserved for the U.S. Territories, 6 percent is reserved for the Secretary's discretionary fund, and the remainder is distributed to states on the basis of each state's share of the school-age (5-17) population, with no state receiving less than .5 percent of the remainder.

Section 564 State Applications

To participate, a state must submit to the Secretary a 3-year application, which may be updated annually. The application must designate the state education agency responsible for administration and supervision and provide for a broadly representative state advisory committee for consultation with the SEA. It must establish a plan for allocating funds to local school districts and provide for appropriate public notices, an annual evaluation, and the keeping of records for fiscal audits and program evaluations.

Guidance personnel should consider taking an active role in each of these activities. An individual with expertise in and commitment to guidance would be a valuable member of the SEA's advisory committee. Guidance leaders ought to promote guidance-related goals, objectives, and activities in their state plans for allocating funds and should ensure that annual evaluations include a close look at the guidance components of each state's educational efforts.

Section 565 Allocation to Local Educational Agencies

From the total amount of funds received in each state, not less than 80 percent must be allocated to local education agencies, and not more than 20 percent may be reserved for state administration and programs. For the 80 percent portion, the state education agency must distribute the funds to local educational agencies according to relative enrollments in public and nonpublic schools within school districts. Higher per pupil allocations must be provided to local educational agencies with greatest numbers or percentages of children whose education imposes higher than average costs, such as children from low-income families, in economically depressed areas, and in sparsely populated areas. The Secretary must approve the state's criteria for making the higher per pupil allocations.

Guidance program managers can be of assistance to LEA officials who are to identify eligible students in public and private schools. Many students in private schools are "lost" in formula grant programs because of the time and effort needed to track down accurate enrollment information. By volunteering to participate in the design and implementation of surveys, guidance leaders will not only assist school officials but will collect valuable data to use in guidance program planning.

At the same time, guidance personnel should pursue opportunities within their states' 20 percent discretionary programs. As priorities are set by SEAs, guidance staffs should determine how they can apply for innovative state-funded projects that will help them reach their local goals.

Section 566 Local Applications

In order to receive funds, a local educational agency must file, for each year, an application with the state educational agency which--

- describes the planned allocation of funds among programs authorized;
- provides assurances of compliance with requirements, such as participation of children in nonpublic schools even if the program provided is different from that provided public school children to meet the needs of nonpublic school children;
- agrees to keep records and provide information to the state educational agency on fiscal audits and program evaluations; and
- provides for consultation with parents, teachers, and administrative personnel.

Each local educational agency has complete discretion in deciding how funds are to be divided among purposes of the consolidation.

Since so much emphasis is placed on LEA applications, guidance personnel should take a very active part in this phase of the allocation process. All of the suggestions provided earlier (e.g., serving on advisory committees, writing and submitting guidance goals and activities, collaborating on ways of meshing guidance with other programs) apply here. If guidance program managers are conscientious about collecting data that support LEAs' needs and goals, LEA officials may, in turn, be more supportive of guidance.

Guidance personnel can assist with the design and implementation of required consultations with parents, teachers, and administrative personnel. Summaries of interviews and written surveys can provide valuable support for LEAs' endeavors.

The chapter 2 consolidation contains four subchapters that describe the purposes for which funds must be used. The first three subchapters provide the areas in which state and local educational agencies may decide to use their funds. The areas are derived from the list of programs consolidated, as described earlier in this summary. There are no prescribed set asides for any of the purposes, so that both state and local educational agencies have discretion over the division of funds both within each subchapter and among subchapters. The fourth subchapter relates to the Secretary's use of discretionary funds. A brief description of each subchapter is provided below.

Subchapter A Basic Skills Development

The purpose is for state and local educational agencies to develop a comprehensive and coordinated program to improve instruction in the basic skills of reading, mathematics, and written and oral communication. Funds may be used for the following activities:

- State leadership and support services--State educational agencies may make grants or enter into contracts with local educational agencies, institutions of higher education, and other public and private agencies, organizations, and institutions. Activities may include planning, research and development, demonstration, training of leadership personnel, short term and regular session teacher training institutes, development of instructional materials, dissemination, and technical assistance to local educational agencies state boards of education. State educational agencies may also use funds to enlist assistance of parents and volunteers to improve the performance of children in basic skills. Such activities in any local area must be with the approval of and in conjunction with local educational agencies.

- School level program--Local educational agencies must develop a plan for the use of funds which must provide for participation of children and teachers in private schools, and include a systematic strategy for improving basic skills instruction at the school building level involving teachers, administrators, parents, and all available resources in a comprehensive program. Activities must include diagnostic assessment and learning goals, pre-service and in-service personnel training, parent participation, and testing and evaluation. Programs may include areawide and districtwide activities.

- Guidance and counseling should be an integral part of efforts to improve students' skills in reading, mathematics, and communication. Guidance personnel can work with program managers in each of these areas to ensure that this happens. For example: (1) all written plans should include guidance-related objectives for students and teachers; (2) research can include experiments on various ways of: overcoming stress and fear related to learning, training parents to increase students' motivation, and other topics; (3) personnel training might include techniques for assessment, active listening, or how to teach decision making skills; (4) development of instructional materials can include preparing guidance-related learning modules on how math, reading, and/or communication skills apply to successful careers; (5) parent/volunteer programs can include orientations (by guidance experts) on peer counseling techniques. The possibilities are numerous; the above list suggests only a few.

Subchapter B Educational Improvement and Support Services

The purpose of this subchapter is to allow state and local educational agencies to use funds directly, and to make grants and enter into contracts with educational agencies, local education agencies, institutions of higher education, and other public and private agencies, organizations, and institutions. Funds may be used for the following activities:

- Acquisition and use of school library resources and instructional equipment, taking into account the needs of private school children;

- Improvement of local educational practices, particularly addressing educational problems of children with special needs (such as educationally deprived and gifted and talented children);

- Assistance to local educational agencies, upon their request, to address educational problems associated with minority isolation or concentration. Funds cannot be used for public reassignment, transportation, or purchase of equipment for transportation;

- Guidance, counseling, and testing;

- Improvement of planning, management, and implementation of educational programs;

- Teacher training and inservice staff development; and

- Assistance to local educational agencies with schools undergoing desegregation.

Guidance, counseling, and testing are specifically mentioned as allowable activities within Subchapter B, Educational Improvement and Support Services. Many guidance personnel (as well as other educational personnel) will assume that this is the only provision for guidance-related efforts. However, guidance and counseling should be a part of each component of this subchapter. Some applications (e.g., teacher training and inservice staff development) are more obvious than others. Yet, innovative guidance leaders will be able to determine guidance implications that cut across most if not all components. For example, under improvement of educational practices addressing children with special needs, guidance programs should incorporate materials, staff, and techniques appropriate for meeting these special needs. A well-organized guidance program might include training of professionals and paraprofessionals to provide career planning activities for gifted students as well as those with sensory, physical, or mental disabilities.

Subchapter C Special Projects

State and local educational agencies may use funds directly, make grants, and enter into contracts with educational agencies, local educational agencies, institutions of higher education, and other public and private agencies, organizations, and institutions. Funds may be used for the following activities:

- Special projects, such as metric education; arts in education; in-school and preschool partnership programs; consumer education; youth employment programs and coordination with JTPA; career education; environmental, health, law-related, and population education; corrections education; and biomedical sciences

- Community education

- Gifted and talented education, establishment of educational proficiency standards and administration of examinations; safety in schools program; ethnic heritage studies programs; and programs involving training and advisory services under Title IV of the Civil Rights Act of 1964

All of the activities mentioned here have implications for guidance and counseling. Guidance leaders may apply to state and local agencies for specific guidance projects. However, many will find it efficient and otherwise beneficial to collaborate on projects with representatives from the groups mentioned. For example, a teaming between guidance providers and experts in the arts may produce a strong career guidance project that could be funded under the subcategory of arts in education. The same could be true for the combination of guidance and corrections education, guidance and ethnic heritage studies, etc. The more that collaboration is used, the more likely that funding possibilities will be "stretched."

Subchapter D Secretary's Discretionary Funds

The Secretary may use funds directly or make grants or enter into contracts with state and local educational agencies, institutions of higher education, and other public and private agencies, organizations, and institutions. Funds may be used for the following activities:

- Information gathering and dissemination, individual needs assessment, and programs formerly funded under the National Diffusion Network program
- Research and demonstration
- Teacher and other personnel training
- Technical assistance to state and local educational agencies

There is a special proviso that the Secretary must first fund at the FY 1981 levels the following specific programs: The Inexpensive Book Distribution Program (as carried out through "Reading is Fundamental"); programs of national significance in the former "Arts in Education" program; and programs in alcohol and drug abuse. The remaining funds may be used for the activities listed above.

Once again, there are many opportunities for guidance related activities within this section of the law. Guidance personnel should monitor the *Commerce Business Daily* and *Federal Register* for announcements of available funds. Since the Secretary must first fund three specific programs, guidance personnel should determine where and how they can integrate guidance functions with these programs. An obvious linkage could occur with programs in alcohol and drug abuse. Since programs other than these three may also be funded, program managers should be aware of and plan for these opportunities, too.

Subchapter E General Provisions

The final subchapter contains general provisions to be followed in the implementation of programs. They include statewide fiscal maintenance of effort at 90 percent of the second preceding fiscal year (with a Secretary's waiver for exceptional or uncontrollable circumstances); federal funds to supplement and not supplant funds from nonfederal sources; and participation of children enrolled in private, nonprofit elementary and secondary schools.

Summary and Conclusions

Decreases in federal resources for elementary and secondary education, as specified in the Education Consolidation and Improvement Act of 1981, and tight local and state budgets are forcing more resource sharing. Arrangements for sharing educational services within and between school districts and nonpublic schools, across traditional educational areas, and with community-based organizations, proprietary schools, cultural institutions, and business and industry must be expanded.

Resource sharing within the public educational system can be extended to include the private schools, community based organizations, proprietary schools, cultural institutions and educational programs in industry and business. The ECIA requires that the local school districts provide services for pupils and teachers of nonpublic schools.

Proprietary schools might join with public and nonpublic schools in serving "dropouts" or "out-of-school youth" with combined basic skills and vocational training programs. Community-based organizations might combine efforts with schools to provide after-school support services, outreach services, and links with the private sector.

Private business and industry might participate in expanded resource sharing through work site, on-the-job training opportunities, "shadowing" activities, and other efforts.

Other groups of persons who could help in stretching federal, state, and local dollars are local volunteer organizations and senior citizens' groups. They could act as tutors and aides in libraries and resource rooms and mentors for youth. Many could be trained as guidance paraprofessionals.

In conclusion, the Omnibus Budget Reconciliation Act of 1981 places even more responsibility for the support of guidance on states and local communities. Instead of despairing over this transfer, guidance personnel would be wise to capitalize on it. This will mean additional planning, more prioritizing, and increased collaboration with persons outside the typical "guidance circle."

APPENDIX 2

LEGISLATIVE ANALYSIS MATRIX FOR SIXTEEN FEDERAL LAWS

This appendix presents what has affectionately been called a **Quick-Reference Legislative Matrix**. It is designed to help you efficiently spot legislative resources for your career guidance program. It references the same 16 federal laws that are summarized in Appendix 1. All of these laws contain one or more of the following three types of provisions for comprehensive career guidance programs. **First**, some of them identify enabling language--particular words, phrases, and sections of laws, their rules and regulations, and additional policy statements--that directly or indirectly support an idea for a guidance program. In some laws, specific guidance services are required or authorized. In other cases, the language is general, but it is possible to interpret these laws according to specific guidance needs.

Second, some laws officially authorize funds for promoting career guidance activities. Of course, those funds are not always appropriated--sometimes not even partially. **Third**, some laws pinpoint all the **administrative mechanisms** (plans, reports, advisory groups, application steps, grievance procedures) required by the legislation in order for a program to be funded and/or accountable.

Understanding the Quick-Reference Legislative Matrix

The matrix in the remainder of this section emphasizes not only the 16 federal laws described in Appendix 1, but also a 5-part planning/implementation model appropriate for developing career guidance programs. The persons who analyzed the 16 laws used this model as their "screen" for identifying and categorizing guidance implications within those laws. Here is how the matrix works.

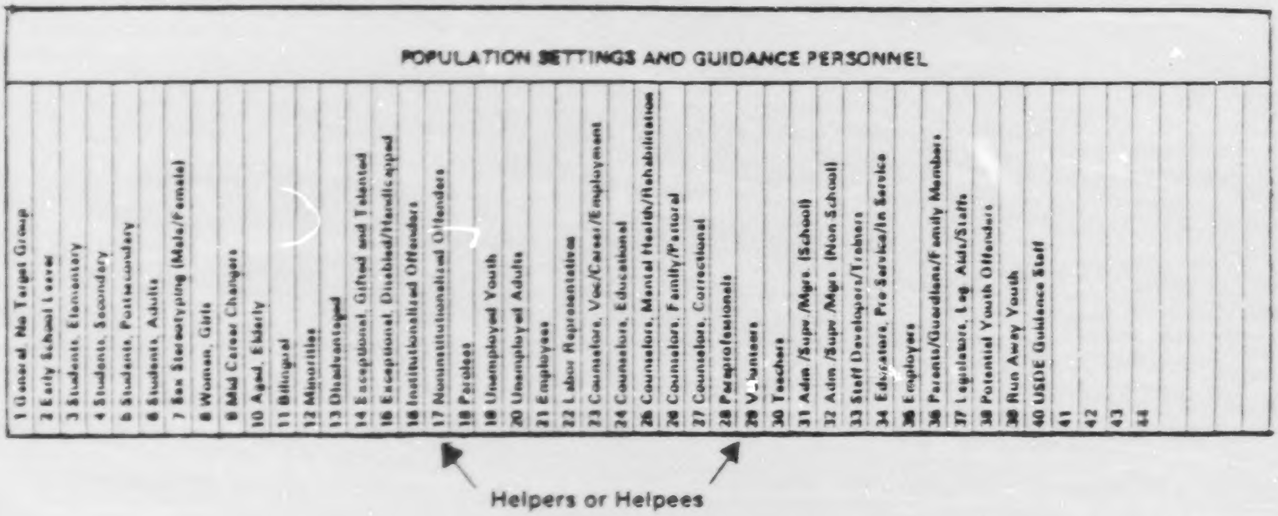
The matrix is divided into the seven components of the program development model: planning, supporting, implementing (direct), implementing (indirect), operating, evaluating, and special concerns. In the upper left-hard corner of each matrix page (in Roman numerals and all capital letters) is the title of one of these components.

The model breaks down each of these 7 components into competency areas--a total of 36. Appendix 2 introduces and lists these seven components and their competency areas. In the matrix, many of these competency areas are listed under their respective components, for example:

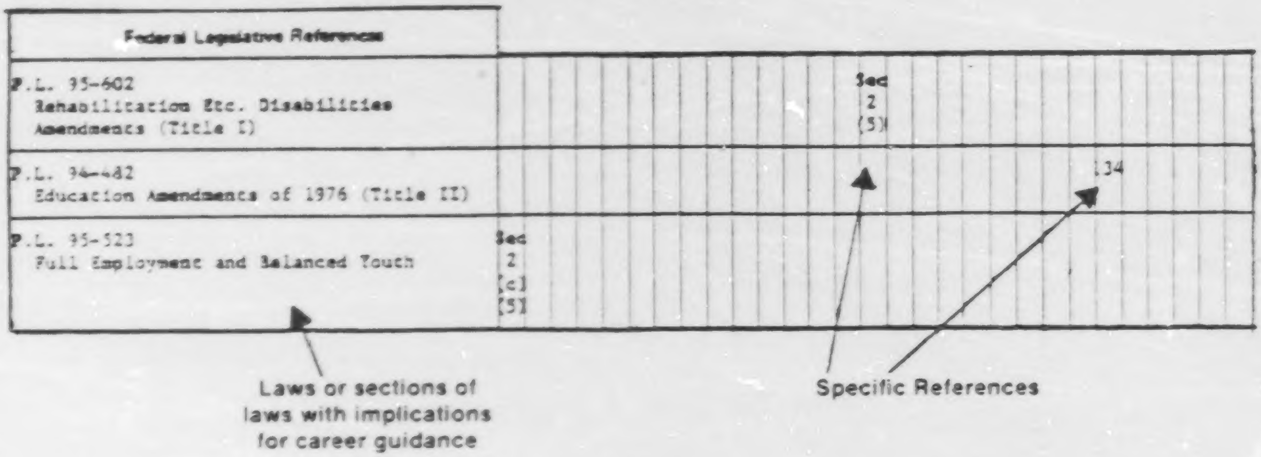
One of five major components	PLANNING
Competency Area within this component	Guidance Program Change

Four competency areas (Legislation, Ethnic Standards, Information Processing, and Individual Career Development Plan) are not included in the matrix because none of the 16 laws made reference to them. Four other areas that entail counseling special groups can be studied through the dimension discussed below.

The model also includes a participant (population/settings and guidance personnel) dimension, the individuals and groups who are either the **helpers** or **helpees** of any career guidance program. A total of 40 populations was identified to comprise all potential helpers or target audiences/helpees. Each matrix page includes these 40 across its top.


POPULATION SETTINGS AND GUIDANCE PERSONNEL
1 General, No Target Group
2 Early School Leaver
3 Students, Elementary
4 Students, Secondary
5 Students, Postsecondary
6 Students, Adults
7 Sex Stereotyping (Male/Female)
8 Women, Girls
9 Mid Career Changers
10 Aged, Elderly
11 Bilingual
12 Minorities
13 Disadvantaged
14 Exceptional, Gifted and Talented
15 Exceptional, Disabled/Handicapped
16 Institutionalized Offenders
17 Noninstitutionalized Offenders
18 Parolees
19 Unemployed Youth
20 Unemployed Adults
21 Employees
22 Labor Representatives
23 Counselors, Voc/Career/Employment
24 Counselors, Educational
25 Counselors, Mental Health/Rehabilitation
26 Counselors, Family/Pastoral
27 Counselors, Correctional
28 Paraprofessionals
29 Volunteers
30 Teachers
31 Adm./Supv./Mgrs. (School)
32 Adm./Supv./Mgrs. (Non School)
33 Staff Developers/Trainers
34 Educators, Pre Service/In Service
35 Employers
36 Parents/Guardians/Family Members
37 Legislators, Leg. Aids/Staffs
38 Potential Youth Offenders
39 Run Away Youth
40 USDE Guidance Staff
41
42
43
44
Helpers or Helpees

The remaining parts of the matrix tie the above elements (7 components, 36 competency areas, and 40 types of participants) to the 16 federal laws that were analyzed. Down the side of each page are the Federal Legislative References that have implications for career guidance programs. Reference to the specific sections, parts, or subparts appear in the matrix cells.


Federal Legislative References
P.L. 95-602
Rehabilitation Etc. Disabilities
Amendments (Title I)
Sec
2
(5)
P.L. 94-482
Education Amendments of 1976 (Title II)
134
P.L. 95-523
Full Employment and Balanced Youth
Sec
2
[c]
[5]
Laws or sections of
laws with implications
for career guidance
Specific References

The Quick Reference Legislative Matrix for this module is illustrated on the next page.

Using the Matrix to Meet Your Program's Needs

As an illustration, suppose you are looking for ways of providing more staff development activities for your staff. You would turn to the second component, SUPPORTING and the competency area, Staff Development. At a glance you see the federal laws that say something about staff development.

As you look across the matrix, you see several sections in those laws that pertain to certain individuals and groups. If you are interested in, say, staff development for counselors, you have several possibilities:

- Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-524)
- Rehabilitation Amendments of 1978 (P.L. 95-602)
- Older American Act Amendments of 1978 (P.L. 95-602)
- Community Education Act of 1978 (Title VIII of P.L. 95-561)
- Education of All Handicapped Children Act (P.L. 94-142)
- Indian Education Act of 1972 (P.L. 92-318) and its reauthorizing legislation, the Education Amendments of 1978 (Title XI of P.L. 95-561)
- Juvenile Justice and Delinquency Prevention Act of 1974 (P.L. 93-415) as amended by the Juvenile Justice Amendments of 1977 (P.L. 95-115)
- Higher Education Amendments of 1980 (P.L. 96-374)

As you look up references in the acts and study the rules and regulations that go with them, you discover that there are indeed funds available to provide the training you have in mind, and what is more, you are probably eligible to receive at least some of those funds. By contacting local and/or state administrators for those pieces of legislation, you will be able to obtain specific guidelines and necessary forms for the application process.

NOTES

PLANNING

Guidance Program Change

	POPULATION SETTINGS AND GUIDANCE PERSONNEL																																											
Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 98-524 Carl D. Perkins Vocational Education Act of 1984		X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	Sections 111-113, 204, 251, 321, 343 X	X	X	X	X	X	X	X				X	X	X	X	X	X								
P.L. 94-142 Education for All Handicapped Children Act of 1975															x					Sections 601, 602			x	x	x			x	x		x	x	x	x		x				x				
P.L. 95-602 Rehabilitation Amendments of 1978															x					Sections 2, 100, 200, 611					x			x	x			x				x								
P.L. 95-523 Full Employment and Balanced Growth Act of 1978	x																			Sections 103, 111, 302, 401, 202, 205																								
P.L. 95-561 Education Amendments of 1978		x	x					x		x										Sections 101, 222, 325, 341, 401, 441, 531, 507, 931, 1301, 1308			x	x				x	x	x	x		x	x		x								
P.L. 93-644, Title VIII Native American Programs Act of 1974 (as amended in 1978 and 1981)											x	x								x Sections 802-807	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x								
P.L. 92-318 Indian Education Act of 1972 (as amended by P.L. 95-561 in 1978)			x	x	x	x						x								Sections 304, 314, 810											x													
P.L. 95-561 (Title VIII) Community Schools...Act of 1978	x																			Sections 802, 808, 810, 811																								
P.L. 96-374 (Higher) Education Amendments of 1980																				Sections 101, 111, 113-116, 311, 321, 381, 1001, 1101				x	x			x	x	x	x		x	x										
P.L. 96-302 Small Business Development Center Act of 1980	x																			Section 202																								
P.L. 97-35 Omnibus Budget Reconciliation Act of 1981		x	x	x								x	x	x		x	x			Sections 552-557, 561-566, 571-586	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x						
P.L. 97-300 Job Training Partnership Act of 1982		x							x			x	x			x			x	x Sections 204, 252, 303, 428, 432		x	x		x								x		x									

PLANNING

Guidance Program Development Team

Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
	POPULATION SETTINGS AND GUIDANCE PERSONNEL																																											
P.L. 98-524 Carl D. Perkins Vocational Education Act of 1984 Sections 111-113, 204, 256, 321, 343		X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X				X	X	X	X	X	X								
P.L. 93-415 Juvenile Justice and Delinquency Prevention Act of 1974 (and Amendments of 1977 in P.L. 95-115) Sections 204, 206, 207, 223, 521		X	X	X								X	X		X	X	X	X	X				X	X	X	X	X				X	X						X	X					
P.L. 95-561 Education Amendments of 1978 Sections 124, 125, 133, 325, 361, 404, 431, 441, 502, 531, 607, 807, 932, 1305																							X	X			X	X	X	X	X	X	X	X	X		X							
P. L. 94-142 Education for All Handicapped Children Act of 1975 Sections 613-614																							X	X	X	X	X	X	X	X	X	X	X	X		X								
P.L. 92-318 Indian Education Act of 1972 (as amended by P.L. 95-561 in 1978) Sections 304, 810																							X							X	X					X								
P. L. 95-561 (Title VIII) Community Schools...Act of 1978 Sections 808, 809, 810	X																																											
P.L. 96-374 (Higher) Education Amendments of 1980 Sections 113-116, 311, 321, 437, 1101																							X	X				X	X	X	X	X	X											

PLANNING

Guidance Program Development Team

POPULATION SETTINGS AND GUIDANCE PERSONNEL

Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgr. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USDE Guidance Staff	41	42	43	44
P.L. 93-644 Title VIII Native American Programs of 1974 (as amended in 1978 and 1981) Sections 802-807											X	X										X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X				
P.L. 96-302 Small Business Development Center Act of 1980 Section 202	X																																											
P.L. 97-35 Omnibus Budget Reconciliation Act of 1981 Sections 552-557, 561-566, 571-586		X	X	X								X	X	X		X	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X						
P.L. 97-300 Job Training Partnership Act of 1982 Sections 204, 252, 303, 428, 432		X							X			X	X			X			X	X		X	X		X								X		X									

PLANNING

Career Development Theory

	POPULATION SETTINGS AND GUIDANCE PERSONNEL																																											
Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 95-602 Rehabilitation Amendments of 1978															X						Sections 5, 102, 204				X							X												
P.L. 94-142 Education for All Handicapped Children Act of 1975															X						Section 602			X						X	X					X								
P.L. 95-523 Full Employment and Balanced Growth Act of 1978	X																				Section 2																							
P.L. 98-524 Carl D. Perkins Vocational Education Act of 1984									X											X	Section 415		X	X	X																			
P.L. 93-415 Juvenile Justice and Delinquency Prevention Act of 1974 (and Amendments of 1977 in P.L. 95-115)	X																				Sections 243, 521																							
P.L. 95-561 Education Amendments of 1978		X	X	X									X								Sections 129, 441, 607		X	X						X	X						X							
P.L. 95-561 (Title VIII) Community Schools...Act of 1978	X																				Sections 808-811																							

PLANNING

Career Development Theory

POPULATION SETTINGS AND GUIDANCE PERSONNEL

Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 93-644 Title VIII Native American Programs Act of 1974 (as amended in 1978 and 1981)											X	X									Sections 802-807		X	X			X	X			X		X	X										
P.L. 96-302 Small Business Development Center Act of 1980	X																				Section 202																							
P.L. 97-35 Omnibus Budget Reconciliation Act of 1981		X	X	X								X	X	X		X	X				Sections 552-567, 561-566, 571-586		X	X	X	X	X	X	X	X	X	X	X	X		X		X						

PLANNING

Guidance Program Planning

POPULATION SETTINGS AND GUIDANCE PERSONNEL

Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 98-524 Carl D. Perkins Vocational Education Act of 1984 Sections 111-113, 204		X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X				X	X	X	X	X	X								
P.L. 93-415 Juvenile Justice and Deliquency Prevention Act of 1974 (and Amendments of 1977 in P.L. 95-115) Sections 102, 108, 204, 206, 207,223		X	X	X								X	X		X	X	X	X	X				X	X	X	X	X				X	X						X	X					
P.L. 95-602 Rehabilitation Amendments of 1978 Section 6, 101, 102, 705																									X							X												
P.L. 95-470 Older American Act Amendments of 1978 Sections 101, 301, 306, 307										X													X	X	X	X		X	X	X	X	X	X	X										
P.L. 94-142 Education for All Handicapped Children Act of 1975 Sections 601, 602, 612-614															X								X	X						X	X					X								
P.L. 96-374 (Higher) Education Amendments of 1980 Sections 113, 311, 321, 331, 341, 402-407, 481, 1001																							X	X						X	X													
P.L. 95-561 Education Amendments of 1978 Sections 101, 124, 129, 138, 151, 171, 325, 341, 372, 383, 401, 404, 431, 441, 531, 607, 807-811, 932, 1105											X	X	X	X	X				X				X	X				X		X	X	X	X	X										
P.L. 95-561 (Title VIII) Community Schools... Act of 1978 Sections 807-811	X																																											

PLANNING

Guidance Program Planning

POPULATION SETTINGS AND GUIDANCE PERSONNEL

Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 30 Wagner-Peyser Act	X																				Section 11																							
P.L. 95-523 Full Employment and Balanced Growth Act of 1978	X			X	X								X		X				X		Sections 2, 102, 103, 104, 105, 202, 205																							
P.L. 92-318 Indian Education Act of 1972 (as amended by P.L. 95-561 in 1978)												X									Sections 304, 810, 314		X							X	X					X								
P.L. 93-641 National Health Planning and Resources Development Act	X																				Sections 1501, 1502, 1512																							
P.L. 93-644, Title VIII Native American Programs Act of 1974 (as amended in 1978 and 1981)											X	X									Sections 552-557, 561-566, 571-586	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X						
P.L. 96-302 Small Business Development Center Act of 1980	X																				Section 202																							
P.L. 97-35 Omnibus Budget Reconciliation Act of 1981		X	X	X								X	X	X		X	X				Sections 552-557, 561-566, 571-586	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X						
P.L. 97-300 Job Training Partnership Act of 1982		X							X			X	X			X			X	X	Sections 101-105, 121-123, 204, 252, 303, 428, 432	X	X		X								X		X									

PLANNING

Client and Environment Needs

POPULATION SETTINGS AND GUIDANCE PERSONNEL

Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44	
P.L. 98-524 Carl D. Perkins Vocational Education Act of 1984		X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X									Sections 111-113, 204, 321, 343, 411, 422
P.L. 93-415 Juvenile Justice and Delinquency Prevention Act of 1974 (and Amendments of 1977 in P.L. 95-115)		X	X	X								X	X		X	X	X	X	X				X	X	X	X	X											X	X						Sections 101, 223, 302, 541
P.L. 95-602 Rehabilitation Amendments of 1978															X										X							X													Sections 7, 101-103, 124, 701
P.L. 95-561 Education Amendments of 1978			X	X				X			X	X	X										X	X						X	X					X									Sections 124, 133, 341, 431, 441, 922
P.L. 95-561 (Title VIII) Community Schools Act...of 1978	X																																												Sections 807-811
P.L. 30 Wagner-Peyser Act	X																																												Section 3
P.L. 92-318 Indian Education Act of 1972 (as amended by P.L. 95-561 in 1978)			X	X	X	X						X																																	Sections 304, 310, 314
P.L. 93-641 National Health Planning and Resources Development Act	X																																												Sections 1501, 1502, 1512

PLANNING

Client and Environment Needs

Federal Legislative References	POPULATION SETTINGS AND GUIDANCE PERSONNEL																																											
	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 96-374 (Higher) Education Amendments of 1980 Sections 113, 321, 332, 341, 451					X																		X	X							X													
P.L. 95-478 Older American Act Amendments of 1978 Sections 306, 307, 411, 441										X												X	X		X	X		X	X				X											
P.L. 94-142 Education for All Handicapped Children Act of 1975 Sections 612-614															X								X	X				X	X	X	X		X	X		X								
P.L. 93-644, Title VIII Native American Programs Act of 1974 (as amended in 1978 and 1981) Sections 805-807											X	X																																
P.L. 96-302 Small Business Development Center Act of 1980 Section 202	X																																											
P.L. 97-35 Omnibus Budget Reconciliation Act of 1981 Sections 552-557, 561-566, 571-586		X	X	X								X	X	X		X	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X						
P.L. 97-300 Job Training Partnership Act of 1982 Sections 101-105, 121-124, 182, 201-205, 251-254, 301-308, 401,402,421-482, 461-465		X							X			X	X			X			X	X		X	X		X								X	X										

PLANNING

Implementation Strategies

Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non School)	33 Staff Developers/Trainers	34 Educators, Pre Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 98-524 Carl D. Perkins Vocational Education Act of 1984 Sections 111-113, 204		X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X									
P.L. 95-605 Rehabilitation Amendments of 1978 Sections 103, 130, 302, 305, 311, 611														X											X							X												
P.L. 94-142 Education for All Handicapped Children Act of 1975 Sections 602, 612-614														X									X	X				X	X	X	X		X	X		X								
P.L. 95-561 Education Amendments of 1978 Sections 147, 152, 325, 348, 372, 481, 607, 932			X	X				X			X	X	X										X	X				X	X	X	X		X	X										
P.L. 95-561 (Title VIII) Community Schools...Ace of 1978 Sections 807-810	X																																											
P.L. 30 Wagner - Peyser Section 8																									X																			
P.L. 95-523 Full Employment and Balanced Growth Act of 1978 Sections 205, 206	X																		X																									
P.L. 92-318 Indian Education Act of 1972 (as amended by P.L. 95-561 in 1978) Sections 304, 810			X	X							X	X												X	X																			

PLANNING

Implementation Strategies

POPULATION SETTINGS AND GUIDANCE PERSONNEL

Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 93-641 National Health Planning and Resources Development Act Sections 147, 152, 325, 361, 372, 441, 607, 932			X	X				X			X	X	X										X	X				X	X	X	X		X	X										
P.L. 93-415 Juvenile Justice and Delinquency Prevention Act of 1974 (and Amendments of 1977 in P.L. 95-115) Sections 101, 223, 302, 312, 315, 505, 509		X	X	X								X	X		X	X	X	X	X				X	X	X	X	X	X	X		X							X	X					
P.L. 96-374 (Higher) Education Amendments of 1980 Sections 113-115, 311, 321, 405-407, 431-437, 801, 1001					X			X				X	X										X	X				X	X	X	X													
P.L. 95-478 Older Americans Act Amendments of 1978										X													X	X	X	X		X	X	X	X	X	X	X										
P.L. 93-644, Title VII Native American Programs Act of 1974 (as amended in 1978 and 1981) Sections 803-807											X	X										X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								
P.L. 96-302 Small Business Development Center Act of 1980 Section 202	X																																											
P.L. 97-35 Omnibus Budget Reconciliation Act of 1981 Sections 552-557, 561-566, 571-586		X	X	X								X	X	X		X	X						X	X	X	X	X	X	X	X	X	X	X	X		X		X						
P.L. 97-300 Job Training Partnership Act of 1982 Sections 124, 182, 201-205, 251-254, 301-308, 401, 402, 421-432, 461-465		X							X			X	X			X			X	X		X	X		X								X		X									

SUPPORTING Proposal Writing	POPULATION SETTINGS AND GUIDANCE PERSONNEL																																											
Federal Legislative References	1 General, No Target Group	2 Early School Leavers	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 93-415 Juvenile Justice and Delinquency Prevention Act of 1974 (and Amendments of 1977 in P.L. 95-115) Sections 221, 225, 314	X																																											
P.L. 95-602 Rehabilitation Amendments of 1978 Sections 103, 130, 204, 302															X										X							X												
P.L. 98-524 Carl D. Perkins Vocational Education Act of 1984 Sections 301-302		X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X			X	X					
P.L. 96-374 (Higher) Education Amendments of 1980 Sections 113-116, 311, 331-341, 405-407, 437, 533, 1001	X																																											
P.L. 95-602 Rehabilitation Amendments of 1978 Sections 504, 603	X																																											
P.L. 94-142 Education for All Handicapped Children Act of 1975 Sections 614, 617, 619	X																																											
P.L. 95-561 Education Amendments of 1978 Sections 341, 372, 368, 441, 607, 608, 904, 905, 932-934, 1313	X																																											

SUPPORTING

Proposal Writing

POPULATION SETTINGS AND GUIDANCE PERSONNEL

Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional: Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 95-561 Community Schools...Act of 1978 Sections 806, 807, 809, 810	X																																											
P.L. 95-523 Full Employment and Balanced Growth Act of 1978 Sections 104, 106, 206	X	X																																										
P.L. 92-318 Indian Education Act of 1972 (as amended by P.L. 95-561 in 1978) Sections 305, 310, 314	X																																											
P.L. 93-644, Title VII Native American Programs Act of 1974 (as amended in 1978 and 1981) Sections 805, 806												X									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X									
P.L. 96-302 Small Business Development Center Act of 1980 Section 202	X																																											
P.L. 97-35 Omnibus Budget Reconciliation Act of 1981 Sections 552-557, 561-566, 571-586		X	X	X								X	X	X		X	X						X	X	X	X	X	X	X	X	X	X	X	X		X		X						
P.L. 97-300 Job Training Partnership Act of 1982 Sections 141-145, 161-171, 101-104, 201-205, 251-254, 301-304, 427-430, 451-455, 461-463		X							X			X	X			X			X	X		X	X		X								X		X									

SUPPORTING

Assessing/Developing and Organizing Resources

Federal Legislative References	POPULATION SETTINGS AND GUIDANCE PERSONNEL																																											
	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USDE Guidance Staff	41	42	43	44
P.L. 98-524 Carl D. Perkins Vocational Education Act of 1984 Sections 111-113		x		x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
P.L. 93-415 Juvenile Justice and Delinquency Prevention Act of 1974 (and amendments of 1977 in P.L. 95-115) Sections 101, 102, 203, 204, 302, 311, 521		x	x	x								x	x		x	x	x	x	x												x	x						x	x					
P.L. 95-602 Rehabilitation Amendments of 1978 Sections 108, 112, 120, 121, 130, 300-303, 305-306, 310-316, 601-623, 701-721															x										x							x												
P.L. 94-142 Education for all Handicapped Children Act of 1975 Sections 602, 613-614															x								x	x				x	x	x	x			x	x	x								
P.L. 95-561 Education Amendments of 1978 Sections 341, 431, 441, 1307			x	x								x	x										x	x				x	x	x	x		x	x	x									
P.L. 95-561 Community Schools...Act of 1978 Sections 804-811	x																																											
P.L. 95-478 Older Americans Act Amendments of 1978 Section 402										x													x	x	x	x		x	x	x	x	x	x	x										
P.L. 95-523 Full Employment and Balanced Growth Act of 1978 Section 206	x												x					x	x																									
P.L. 92-318 Indian Education Act of 1972 (as amended by P.L. 95-561 in 1978) Sections 304, 314, 810			x	x	x	x						x											x	x																				

SUPPORTING

Assessing/Developing and
Organizing Resources

POPULATION SETTINGS AND GUIDANCE PERSONNEL

Federal Legislative References	1 General, No Target Group	2 Early School Leavers	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 96-374 (Higher) Education Amendments of 1980					X																Sections 113-116, 311, 321, 331, 402-407, 411-422, 431-437, 441-448, 533, 801, 902, 1001, 1101, 1341										X													
P.L. 93-644, Title VIII Native American Programs Act of 1974 (as amended in 1978 and 1981)												X									Sections 802-807	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								
P.L. 96-302 Small Business Development Center Act of 1980	X																				Sections 202																							
P.L. 97-35 Omnibus Budget Reconciliation Act of 1981		X	X	X								X	X	X		X	X				Sections 552-557, 561-566, 571-586		X	X	X	X	X	X	X	X	X	X	X	X	X	X								

SUPPORTING

Public Relations and
Community Involvement

Federal Legislative References	POPULATION SETTINGS AND GUIDANCE PERSONNEL																																											
	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USDE Guidance Staff	41	42	43	44
P.L. 98-524 Carl D. Perkins Vocational Education Act of 1984 Sections 111-113		X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X		XX		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
P.L. 95-602 Rehabilitation Amendments of 1978 Sections 103, 130, 611															X								X	X	X	X		X	X	X	X	X	X	X	X									
P.L. 93-641 National Health Planning and Resource Development Act Section 1512																							X	X	X	X	X				X	X												
P.L. 95-478 Older Americans Act Amendments of 1978 Sections 202, 411										X														X	X	X	X	X	X	X	X	X	X	X	X									
P.L. 94-142 Education for All Handicapped Children Act of 1975 Sections 602, 613-614															X								X	X				X	X	X			X	X		X								
P.L. 92-318 Indian Education Act of 1972 (as amended by P.L. 95-561 in 1978) Sections 304, 810												X											X	X	X			X		X	X					X								

SUPPORTING

Public Relations and
Community Involvement

	POPULATION SETTINGS AND GUIDANCE PERSONNEL																																											
Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 95-523 Full Employment and Balanced Growth Act Section 205	X																																											
P.L. 95-561 Education Amendments of 1978 Sections 124, 341, 431, 441																							X	X						X	X					X								
P.L. 95-561 (Title III) Community Schools... Act of 1978 Sections 804-810	X																																											
P.L. 96-374 (Higher) Education Amendments of 1980 Sections 113-116, 311, 321, 437, 1201																							X	X							X													
P.L. 93-644, Title VIII Native American Programs Act of 1974 (as amended in 1978 and 1981) Sections 805-807												X										X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							
P.L. 96-302 Small Business Development Center Act of 1980 Section 202	X																																											
P.L. 97-35 Omnibus Budget Reconciliation Act of 1981 Sections 552-557, 561-566, 571-586		X	X	X								X	X	X		X	X					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X						
P.L. 97-300 Job Training Partnership Act of 1982 Sections 101-104, 121-123, 481		X							X			X	X			X			X	X		X	X		X								X		X									

SUPPORTING

Staff Development

Federal Legislative References	POPULATION SETTINGS AND GUIDANCE PERSONNEL																																											
	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 98-524 Carl D. Perkins Vocational Education Act of 1984 Section 332		x		x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x		x	x	x	x	x								x			x	x					
P.L. 93-415 Juvenile Justice and Delinquency Prevention Act of 1974 (and Amendments of 1977 in P.L. 95-115) Sections 102, 204, 241, 244, 245, 250, 521																							X	X	X	X	X	X	X															
P.L. 95-602 Rehabilitation Amendments of 1978 Section 304																							X		X			X		X		X	X	X										
P.L. 95-478 Older Americans Act Amendments of 1978 Sections 403, 404, 441										X													X	X	X	X		X	X	X	X	X	X	X										
P.L. 94-142 Education for All Handicapped Children Act of 1975 Sections 602, 613, 614, 617															X								X	X				X	X	X		X	X			X				X				
P.L. 95-561 Education Amendments of 1978 Sections 224, 401, 522, 607, 723, 905, 922																							X	X				X		X	X													
P.L. 95-561 (Title VIII) Community Schools... Act of 1978 Sections 807, 812																							X	X	X	X	X	X		X	X	X	X	X		X								

SUPPORTING

Staff Development

POPULATION SETTINGS AND GUIDANCE PERSONNEL

Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supr./Mgrs. (School)	32 Adm./Supr./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 96-374 (Higher) Education Amendments of 1980																					Sections 311, 321, 405, 486, 502-506, 901, 902		X	X				X	X	X	X		X	X										
P.L. 92-318 Indian Education Act of 1972 (as amended by P.L. 95-561 in 1978)												X									Section 810		X	X	X			X		X	X													
P.L. 93-644, Title VIII Native American Programs Act of 1974 (as amended in 1978 and 1981)											X	X									Sections 802-807	X	X	X	X	X	X	X	X	X	X	X	X	X	X									
P.L. 96-302 Small Business Development Center Act of 1980	X																				Section 202																							
P.L. 97-35 Omnibus Budget Reconciliation Act of 1981		X	X	X								X	X	X		X	X				Sections 552-557, 561-566, 571-586		X	X	X	X	X	X	X	X	X	X	X	X		X		X						
P.L. 97-300 Job Training Partnership Act of 1982		X							X			X	X			X			X	X	Sections 204, 252, 303, 428, 455	X	X		X								X		X									

SUPPORTING

Administrative Mechanisms

POPULATION SETTINGS AND GUIDANCE PERSONNEL

Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 92-318 Indian Education Act of 1972 (as amended by P.L. 95-561 in 1978)												X									Sections 305, 314, 810		x								x						X			x				
P.L. 98-524 Carl D. Perkins Vocational Education Act of 1984		x		x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x Sections 101-113, 114-115, 201-204, 501-506		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
P.L. 93-641 National Health Planning and Resources Development Act																					Sections 1501, 1502, 1512		x	x	x	x	x				x	x					X			X				
P.L. 95-602 Rehabilitation Amendments of 1978																					Sections 6, 9, 13, 101, 203, 306, 400, 501, 502-505				x							x					X			X				
P.L. 93-415 Juvenile Justice and Delinquency Prevention Act of 1974 (and Amendments of 1977 in P.L. 95-115)	x																				Sections 221-223																X			X				
P.L. 94-142 Education for All Handicapped Children Act of 1975																					Sections 611-620		x	x			x	x	x	x	x		x	x		x	x			x				
P.L. 93-644, Title VIII Native American Programs Act of 1974 (as amended in 1978 and 1981)												x									Sections 803-807										x	x												
P.L. 95-561 Education Amendments of 1978																					Sections 121, 125, 129, 162, 171, 172, 181, 188, 202, 404, 432, 501, 502, 531, 808, 933, 1305		x	x						x	x						X			X				
P.L. 96-374 (Higher) Education Amendments of 1980																					Sections 102, 113, 117, 332, 341, 483, 542, 1003, 1203		x	x						x	x						x			x				

SUPPORTING

Administrative Mechanisms

POPULATION SETTINGS AND GUIDANCE PERSONNEL

Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Sups./Mgrs. (School)	32 Adm./Sups./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 96-302 Small Business Development Center Act of 1980	X																				Section 202																							
P.L. 97-35 Omnibus Budget Reconciliation Act of 1981		X	X	X								X	X	X		X	X				Sections 552-557, 561-566, 571-586		X	X	X	X	X	X	X	X	X	X		X		X	X	X		X				
P.L. 97-300 Job Training Partnership Act of 1982		X							X			X	X			X			X	X	Sections 161-184, 201-205, 251-254, 304-308, 433-438	X	X		X								X		X									

IMPLEMENTING
(DIRECT)

Counseling - Individual
and Group

POPULATION SETTINGS AND GUIDANCE PERSONNEL

Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representative	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 98-524 Carl D. Perkins Vocational Education Act of 1984 Sections 332, 417		x		x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x						x	x	x			x	x					
P.L. 93-415 Juvenile Justice and Delinquency Prevention Act of 1974 (and Amendments of 1977 in P.L. 95-115) Sections 103, 223, 315, 505, 509		X	X	X								X	X		X	X	X	X	X				X	X	X	X	X	X	X															
P.L. 95-602 Rehabilitation Amendments of 1978 Sections 103, 130, 302, 305, 311, 611															X										X							X												
P.L. 93-641 National Health Planning and Resources Development Act Section 1502	X																																											
P.L. 95-478 Older Americans Act Amendments of 1978 Sections 321, 421										X													X	X	X	X	X	X	X	X	X	X	X	X										
P.L. 94-142 Education for All Handicapped Children Act of 1975 Sections 602, 613, 614															X								X	X				X	X	X	X	X	X	X		X								
P.L. 96-374 (Higher) Education Amendments of 1980 Sections 113-115, 311, 121, 405-407, 431-437, 801, 1001					X	X		X	X	X	X	X	X	X	X								X	X				X	X	X	X													

IMPLEMENTING
DIRECT

Counseling - Individual and Group

Federal Legislative References	POPULATION SETTINGS AND GUIDANCE PERSONNEL																																												
	1 General No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Sups./Mgrs. (School)	32 Adm./Sups./Mgrs. (Non School)	33 Staff Developers/Trainers	34 Educators, Pre Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44	
P.L. 95-561 Education Amendments of 1978			X	X				X				X	X										X	X				X			X					X									Sections 147, 152, 325, 341, 372, 441, 607, 807, 932
P.L. 95-561 (Title VIII), Community Schools... Act of 1978	X																																												Sections 804-810
P.L. 95-523 Full Employment and Balanced Growth Act of 1978	X																		X	X																									Sections 202, 206
P.L. 92-318 Indian Education Act of 1972 (as amended by P.L. 95-561 in 1978)			X	X								X											X					X																	Sections 304, 310
P.L. 93-644, Title VIII, Native American Programs Act of 1974 (as amended in 1978 and 1981)											X	X											X	X	X	X	X	X	X																Sections 802-807
P.L. 96-302 Small Business Development Center Act of 1980	X																																												Section 202
P.L. 97-35 Omnibus Budget Reconciliation Act of 1981		X	X	X								X	X	X		X	X						X	X	X	X	X	X	X	X	X	X	X	X		X		X							Sections 552-557, 561-566, 571-586
P.L. 97-300 Job Training Partnership Act of 1982		X							X			X	X			X			X	X		X	X		X								X		X										Sections 204, 252, 303, 428, 451-458

IMPLEMENTING
(DIRECT)

Tutoring for Career Development

Federal Legislative References	POPULATION SETTINGS AND GUIDANCE PERSONNEL																																											
	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non School)	33 Staff Developers/Trainers	34 Educators, Pre Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 93-415 Juvenile Justice and Delinquency Prevention Act of 1976 (and Amendments of 1977 in P.L. 95-115) Sections 103, 223, 315		X	X	X								X	X		X	X	X	X					X	X	X	X	X	X										X	X					
P.L. 94-142 Education for All Handicapped Children Act of 1975 Sections 602, 513, 614															X								X	X			X		X	X	X		X	X		X								
P.L. 95-602 Rehabilitation Amendments of 1978 Sections 103, 130, 302, 305, 311, 611															X										X							X												
P.L. 95-561 Education Amendments of 1978 Sections 147, 152, 325, 348, 372, 441, 607, 807, 932			X	X								X	X										X	X				X		X	X													
P.L. 95-561 (Title VIII) Community Schools... Act of 1978 Sections 804-810	X																																											
P.L. 96-374 (Higher) Education Amendments of 1980 Sections 113-115, 311, 321, 405-407, 431-437, 801, 1001					X	X		X	X	X	X	X	X	X	X	X							X	X				X	X	X	X													
P.L. 98-524 Carl D. Perkins Vocational Education Act of 1984 Sections 332, 417		X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X						X	X	X			X	X					

IMPLEMENTING
(DIRECT)

Tutoring for Career
Development

Federal Legislative References	POPULATION SETTINGS AND GUIDANCE PERSONNEL																																											
	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 93-644 Title VIII Native American Programs Act of 1974 (as amended in 1978 and 1981) Sections 803-807									X	X																		X	X	X						X								
P.L. 96-302 Small Business Development Center Act of 1980 Section 202	X																																											
P.L. 97-35 Omnibus Budget Reconciliation Act of 1981 Sections 552-557, 561-566, 571-586		X	X	X								X	X	X		X	X						X	X	X	X	X	X	X	X	X	X	X	X		X		X						
P.L. 97-300 Job Training Partnership Act of 1982 Sections 204, 252, 303, 428, 461-463		X							X			X	X			X			X	X	X	X		X									X		X									

Computerized Guidance	POPULATION SETTINGS AND GUIDANCE PERSONNEL																																											
Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 97-35 Omnibus Budget Reconciliation Act of 1981 Sections 552-557, 561-566, 571-586		X	X	X								X	X	X		X	X						X	X	X	X	X	X	X	X	X	X	X	X	X	X		X						
P.L. 97-300 Job Training Partnership Act of 1982 Sections 204, 252, 303, 428, 451-453		X							X			X	X			X			X	X		X	X		X								X		X									

IMPLEMENTING
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Computerized Guidance

POPULATION SETTINGS AND GUIDANCE PERSONNEL

Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Sups./Mgrs. (School)	32 Adm./Sups./Mgrs. (Non School)	33 Staff Developers/Trainers	34 Educators, Pre Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USDE Guidance Staff	41	42	43	44
P.L. 94-142 Education for All Handicapped Children Act of 1975 Sections 602, 613, 614															X								X	X				X	X	X	X		X	X		X								
P.L. 95-561 Education Amendments of 1978 Sections 147, 152, 325, 341, 372, 441, 607, 307, 932													X										X	X				X		X	X													
P.L. 95-602 Rehabilitation Amendments of 1978 Sections 103, 130, 302, 305, 311, 611															X										X							X												
P.L. 98-524 Carl D. Perkins Vocational Education Act of 1984 Section 332		X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X						X	X	X			X	X					
P.L. 95-561 (Title VIII) Community Schools... Act of 1978 Sections 804-810	X																																											
P.L. 96-374 (Higher) Education Amendments of 1980 Sections 113-115, 301, 321, 405-407, 431-487, 801, 1001					X	X		X	X	X	X	X	X	X	X								X	X				X	X	X														
P.L. 93-644 Title VIII Native American Programs Act of 1974 (as amended in 1978 and 1981) Sections 803-807												X										X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								
P.L. 96-302 Small Business Development Center Act of 1980 Section 202	X																																											

Curriculum Based Guidance	POPULATION SETTINGS AND GUIDANCE PERSONNEL																																											
Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Sups./Mgrs. (School)	32 Adm./Sups./Mgrs. (Non School)	33 Staff Developers/Trainers	34 Educators, Pre Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 93-644 Title VIII, Native American Programs Act of 1974 (as amended in 1978 and 1981)											X	X									Sections 303-307		X	X	X	X	X	X	X	X	X	X	X	X										
P.L. 96-302 Small Business Development Center Act of 1980	X																				Section 202																							
P.L. 97-35 Omnibus Budget Reconciliation Act of 1981		X	X	X							X	X				X	X				Sections 552-557, 561-566, 571-586		X	X	X	X	X	X	X	X	X	X	X	X		X		X						
P.L. 97-300 Job Training Partnership Act of 1982		X							X			X	X			X			X	X	Section 204, 252, 303, 428, 451-453	X	X		X								X	X										

IMPLEMENTING
(DIRECT)

Curriculum Based Guidance

	POPULATION SETTINGS AND GUIDANCE PERSONNEL																																											
Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non School)	33 Staff Developers/Trainers	34 Educators, Pre Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USDOE Guidance Staff	41	42	43	44
P.L. 98-524 Carl D. Perkins Vocational Education Act of 1984 Section 332		X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X						X	X	X			X	X					
P.L. 93-415 Juvenile Justice and Delinquency Prevention Act of 1974 (and Amendments of 1977 in P.L. 95-115) Sections 103, 223, 315		X	X	X								X	X	X	X	X	X	X	X				X	X	X	X	X	X	X	X								X	X					
P.L. 96-374 (Higher) Education Amendments of 1980					X																																							
P.L. 94-142 Education for All Handicapped Children Act of 1975 Section 602, 614															X								X	X				X	X	X	X		X	X		X								
P.L. 95-561 Education Amendments of 1978 Sections 147, 152, 325, 341, 372, 441, 607, 807, 932			X	X									X										X	X				X		X	X													
P.L. 95-561 (Title VIII) Community Schools... Act of 1978 Sections 804-810	X																																											
P.L. 95-602 Rehabilitation Amendments of 1978 Sections 103, 130, 302, 305, 311, 611															X										X							X												

IMPLEMENTING
(DIRECT)

Placement and Referral

POPULATION SETTINGS AND GUIDANCE PERSONNEL

Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives
P.L. 98-524 Carl D. Perkins Vocational Education Act of 1984		X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
P.L. 93-415 Juvenile Justice and Delinquency Prevention Act of 1974 (and Amendments of 1977 in P.L. 95-115)		X	X	X								X	X		X	X	X	X	X			
P.L. 95-602 Rehabilitation Amendments of 1978															X							
P.L. 95-478 Older Americans Act Amendments of 1978										X												
P.L. 94-142 Education for All Handicapped Children Act of 1975															X							
P.L. 96-374 (Higher) Education Amendments of 1980					X	X		X	X	X	X	X	X	X	X							

Federal Legislative References	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non School)	33 Staff Developers/Trainers	34 Educators, Pre Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USDE Guidance Staff	41	42	43	44	
P.L. 98-524 Carl D. Perkins Vocational Education Act of 1984	X	X	X	X	X						X	X	X			X	X						Sections 332, 417
P.L. 93-415 Juvenile Justice and Delinquency Prevention Act of 1974 (and Amendments of 1977 in P.L. 95-115)	X	X	X	X	X	X	X		X	X						X	X						Sections 223, 315, 502, 507
P.L. 95-602 Rehabilitation Amendments of 1978			X							X													Sections 103, 130, 302, 305, 311, 611
P.L. 95-478 Older Americans Act Amendments of 1978	X	X	X	X	X	X	X	X	X	X	X	X											Sections 306, 502
P.L. 94-142 Education for All Handicapped Children Act of 1975	X	X				X	X	X	X		X	X	X	X									Sections 602, 613, 514
P.L. 96-374 (Higher) Education Amendments of 1980	X	X				X	X	X	X														Sections 113-115, 311, 321, 405-407, 431-437, 801, 1001

IMPLEMENTING
(DIRECT)

Placement and Referral

POPULATION SETTINGS AND GUIDANCE PERSONNEL

Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Sups./Mgrs. (School)	32 Adm./Sups./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 95-561 Education Amendments of 1978 Sections 147, 152, 325, 341, 372, 441, 607, 807, 932			X	X																			X	X						X	X													
P.L. 95-561 (Title VIII) Community Schools... Act of 1978 Sections 804-810	X																																											
P.L. 95-523 Full Employment and Balanced Growth Act of 1978 Sections 202, 206	X																																											
P.L. 93-644 Title VIII, Native American Programs Act of 1974 (as amended in 1978 and 1981) Sections 805-807												X											X	X	X	X	X	X	X	X	X	X	X	X	X	X								
P.L. 96-302 Small Business Development Center Act of 1980 Section 202	X																																											
P.L. 97-35 Omnibus Budget Reconciliation Act of 1980 Sections 552-557, 561-566, 571-586		X	X	X								X	X	X		X	X						X	X	X	X	X	X	X	X	X	X	X	X	X	X		X						
P.L. 97-300 Job Training Partnership Act of 1982 Sections 204, 252, 303, 428, 451-453		X							X			X	X			X			X	X		X	X		X								X		X									

IMPLEMENTING

Follow-Through and
Follow-Up

POPULATION SETTINGS AND GUIDANCE PERSONNEL

Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 98-524 Carl D. Perkins Vocational Education Act of 1984 Section 332		X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X						X	X	X			X	X					
P.L. 93-415 Juvenile Justice and Delinquency Prevention Act of 1974 (and Amendments of 1977 in P.L. 95-115) Sections 223, 312, 215		X	X	X								X	X		X	X	X	X	X				X	X	X	X	X	X	X		X	X						X	X					
P.L. 95-602 Rehabilitation Amendments of 1978 Sections 103, 130, 302, 305, 311, 611															X										X								X											
P.L. 94-142 Education for All Handicapped Children Act of 1975 Sections 602, 613, 614															X								X	X				X	X	X	X		X	X	X	X								
P.L. 96-374 (Higher) Education Amendments of 1980 Sections 113-115, 311, 321, 405-407, 431-437, 801, 1001					X	X		X	X	X	X	X	X	X	X								X	X				X	X	X	X													
P.L. 95-561 Education Amendments of 1978 Sections 147, 152, 325, 341, 372, 441, 607, 807, 932			X	X								X	X										X	X							X													
P.L. 95-561 (Title VIII) Community Schools... Act of 1978 Sections 804-810	X																																											

IMPLEMENTING

Follow-Through and
Follow-Up

Federal Legislative References	POPULATION SETTINGS AND GUIDANCE PERSONNEL																																											
	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Sups./Mgrs. (School)	32 Adm./Sups./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USDE Guidance Staff	41	42	43	44
P.L. 93-644 Title VIII Native American Programs Act of 1974 (as amended in 1978 and 1981) Sections 805-807																							X	X	X	X	X	X	X	X	X	X	X	X	X									
P.L. 96-302 Small Business Development Center Act of 1980 Section 202	X																																											
P.L. 97-35 Omnibus Budget Reconciliation Act of 1981 Sections 552-557, 561-566, 571-586		X	X	X								X	X	X		X	X						X	X	X	X	X	X	X	X	X	X	X	X	X	X		X						
P.L. 97-300 Job Training Partnership Act of 1982 Sections 204, 252, 303, 428, 451-453		X							X			X	X			X				X	X		X	X		X							X		X									

IMPLEMENTING

Career Guidance Resource Centers

Federal Legislative References	POPULATION SETTINGS AND GUIDANCE PERSONNEL																																											
	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 98-524 Carl D. Perkins Vocational Education Act 1984 Sections 332, 417		X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X						X	X	X			X	X					
P.L. 93-415 Juvenile Justice and Delinquency Prevention Act of 1974 (and Amendments of 1977 in P.L. 95-115) Sections 102, 205, 315		X	X	X							X	X			X	X	X	X	X				X	X	X	X	X	X	X		X	X						X	X					
P.L. 94-142 Education for All Handicapped Children Act of 1975 Sections 602, 613, 614														X									X	X				X	X	X	X		X	X		X								
P.L. 95-561 (Title VIII) Community Schools... Act of 1978 Sections 804-810	X																																											
P.L. 95-561 Education Amendments of 1978 Sections 147, 152, 325, 341, 372, 441, 607, 807, 932			X	X				X				X	X										X	X				X		X	X													
P.L. 95-478 Older Americans Act Amendments of 1978 Sections 306, 411										X													X	X	X	X		X	X		X	X	X	X										

IMPLEMENTING Career Guidance Resource Centers	POPULATION SETTINGS AND GUIDANCE PERSONNEL																																											
Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non School)	33 Staff Developers/Trainers	34 Educators, Pre Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USDE Guidance Staff	41	42	43	44
P.L. 95-602 Rehabilitation Amendments of 1978 Sections 103, 130, 302, 305, 311, 611												X													X							X												
P.L. 96-374 (Higher) Education Amendments of 1980 Sections 113-115, 311, 321, 405-407, 431-437, 801, 1001					X	X	X	X	X	X	X	X	X	X	X								X	X				X	X	X	X													
P.L. 93-644 Title VIII Native American Programs Act of 1974 (as amended in 1978 and 1981) Sections 803-807												X											X	X	X	X	X	X	X	X	X	X	X	X	X	X								
P.L. 96-302 Small Business Development Center Act of 1980 Section 202	X																																											
P.L. 97-35 Omnibus Budget Reconciliation Act of 1981 Sections 552-557, 561-566, 571-586		X	X	X								X	X	X		X	X						X	X	X	X	X	X	X	X	X	X	X	X		x		X						
P.L. 97-300 Job Training Partnership Act of 1982		X							X			X	X			X			X	X		X	X		X								X		X									

IMPLEMENTING
(DIRECT)

Home-Based Guidance

POPULATION SETTINGS AND GUIDANCE PERSONNEL

Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In-Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 95-478 Older Americans Act Amendments of 1978 Sections 306, 421										X													X	X	X	X		X	X	X	X	X	X	X										
P.L. 95-602 Rehabilitation Amendments of 1978 Sections 103, 130, 302, 305, 311, 611															X										X											X								
P.L. 94-142 Education for All Handicapped Children Act of 1975 Sections 402, 511, 618															X								X	X				X	X	X	X					X								
P.L. 95-561 Education Amendments of 1978 Sections 147, 152, 325, 341, 372, 441, 607, 807, 932			X	X								X	X										X	X			X	X		X						X								
P.L. 98-524 Carl D. Perkins Vocational Education Act of 1984 Section 332		X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X			X	X					
P.L. 95-561 (Title VIII) Community Schools... Act of 1978 Sections 804-810, 905	X																																											
P.L. 96-374 [Higher] Education Amendments of 1980 Sections 113-115, [illegible], 321, 405-407, 431-437, 801, 1001					X	X	X	X	X	X	X	X	X	X	X								X	X					X	X	X					X								

IMPLEMENTING
(DIRECT)

Home-Based Guidance

POPULATION SETTINGS AND GUIDANCE PERSONNEL

Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 [illegible] Guidance Staff	41	42	43	44
P.L. 93-644 Title VIII Native American Programs Act of 1974 (as amended in 1978 and 1981) Sections 803-807												X											X	X	X	X	X	X	X	X	X	X	X	X		X								
P.L. 97-35 Omnibus Budget Reconciliation Act of 1981 Sections 552-557, 561-566, 571-586		X	X	X								X	X	X		X	X						X	X	X	X	X	X	X	X	X	X	X	X		X		X						

IMPLEMENTING
(INDIRECT)

Consultation with Parents, Agency Staff and Community Leaders

Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USDE Guidance Staff	41	42	43	44	
P.L. 98-524 Carl D. Perkins Vocational Education Act 1984		X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X			X	X	X	X	X	X	X				X	X	X	X		X	X						Sections 332, 417
P.L. 95-602 Rehabilitation Amendments of 1978															X										X											X									Sections 103, 130, 302, 305, 311, 611
P.L. 95-478 Older Americans Act Amendments of 1978										X												X	X	X	X	X		X	X	X	X	X	X	X	X										Sections 306, 421
P.L. 94-142 Education for All Handicapped Children Act of 1975															X								X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X					Sections 602, 613, 614, 617, 619
P.L. 95-561 Education Amendments of 1978			X	X								X	X										X	X				X	X	X	X		X	X		X									Sections 147, 152, 325, 341, 372, 441, 607, 807, 932
P.L. 95-561 (Title VIII) Community Schools... Act of 1978	X																																												Sections 804-810, 814
P.L. 96-374 (Higher) Education Amendments of 1980					X	X	X	X	X	X	X	X	X	X	X								X	X				X	X	X	X					X									Sections 113-115, 311, 321, 401-407, 431-437, 801, 1001

IMPLEMENTING
(INDIRECT)

Consultation with Parents, Agency Staff and Community Leaders

POPULATION SETTINGS AND GUIDANCE PERSONNEL

Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 93-644 Title VIII Native American Programs Act of 1974 (as amended in 1978 and 1981) Sections 803-807												X										X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								
P.L. 96-302 Small Business Development Center Act of 1980 Section 202	X																																											
P.L. 97-35 Omnibus Budget Reconciliation Act of 1981 Sections 552-557, 561-566, 571-586		X	X	X								X	X	X		X	X					X	X	X	X	X	X	X	X	X	X	X	X	X		X		X						
P.L. 97-300 Job Training Partnership Act of 1982 Sections 204, 252, 303, 428, 451-453		X	X	X					X			X	X			X			X	X		X	X		X								X		X									

IMPLEMENTING
(DIRECT)

Equity and Client
Advocacy

POPULATION SETTINGS AND GUIDANCE PERSONNEL

Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USDE Guidance Staff	41	42	43	44	
P.L. 93-415 Juvenile Justice and Delinquency Act of 1976 (and Amendments of 1977 in P.L. 95-115)		X	X	X								X	X	X	X	X	X	X	X				X	X	X	X	X	X	X		X	X						X	X						Sections 312, 611
P.L. 95-602 Rehabilitation Amendments of 1978															X										X							X													Sections 103, 130, 302, 305, 311, 611
P.L. 95-478 Older American Act Amendments of 1978										X													X	X	X	X		X	X	X	X	X	X	X											Sections 204, 306
P.L. 95-523 Full Employment and Balanced Growth Act of 1978		X		X	X			X		X					X				X		X																								Sections 103, 104, 205, 206, 401
P.L. 94-142 Education for All Handicapped Children Act of 1975															X								X	X				X	X	X	X		X	X		X									Sections 601, 602, 612-614
P.L. 95-561 Education Amendments of 1978			X	X				X				X	X	X	X								X	X				X	X	X	X		X	X		X									Sections 147, 152, 325, 341, 372, 441, 607, 807, 932
P.L. 98-524 Carl D. Perkins Vocational Education Act of 1984		X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X			X	X	X	X	X	X	X				X	X	X	X		X	X						Section 332
P.L. 95-561 (Title VIII) Community Schools... Act of 1978	X																																												Sections 804-810
P.L. 96-374 (Higher) Education Amendments of 1980					X	X	X	X	X	X	X	X	X	X	X								X	X				X	X	X	X					X									Sections 113-115, 311, 321, 405-407, 431-437, 801, 1001

IMPLEMENTING

Equity and Client Advocacy

POPULATION SETTINGS AND GUIDANCE PERSONNEL

Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USDE Guidance Staff	41	42	43	44
P.L. 93-644 Title VIII Native American Programs Act of 1974 (as amended in 1978 and 1981) Sections 803-807												X											X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X					
P.L. 96-302 Small Business Development Center Act of 1980 Section 202	X																																											
P.L. 97-35 Omnibus Budget Reconciliation Act of 1981 Sections 552-557, 561-566, 571-586		X	X	X								X	X		X	X	X						X	X	X	X	X	X	X	X	X	X	X	X	X		X		X					

IMPLEMENTING
(INDIRECT)

Pilot Testing

Federal Legislative References	POPULATION SETTINGS AND GUIDANCE PERSONNEL																																																		
	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USDE Guidance Staff	41	42	43	44							
P.L. 93-644 Title VIII Native American Programs Act of 1974 (as amended in 1978 and 1981) Sections 803-807												X											X	X	X	X	X	X	X	X	X	X	X	X	X	X															
P.L. 96-302 Small Business Development Center Act of 1980 Section 202	X																																																		
P.L. 97-35 Omnibus Budget Reconciliation Act of 1981 Sections 552-557, 561-566, 571-586		X	X	X								X	X	X		X	X							X	X	X	X	X	X	X	X	X	X	X		X		X													
P.L. 97-300 Job Training Partnership Act of 1982 Sections 433, 453		X							X			X	X			X			X	X	X	X		X									X		X																

IMPLEMENTING
(INDIRECT)

Pilot Testing

POPULATION SETTINGS AND GUIDANCE PERSONNEL

Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minor	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USDE Guidance Staff	41	42	43	44
P.L. 93-415 Juvenile Justice and Delinquency Prevention Act of 1974 (and Amendments of 1977 in P.L. 95-115) Sections 224, 225		X	X	X								X	X		X	X	X	X	X				X	X	X	X	X	X	X		X	X						X	X					
P.L. 95-478 Older Americans Act Amendments of 1978 Sections 411, 421, 422, 424										X													X	X	X	X		X	X	X	X	X	X	X										
P.L. 95-602 Rehabilitation Amendments of 1978 Sections 200-204	X														X																													
P.L. 95-561 Education Amendments of 1978 Sections 147, 152, 325, 341, 372, 441, 607, 807, 932			X	X									X	X	X								X	X			X	X	X	X	X													
P.L. 98-524 Carl D. Perkins Vocational Education Act of 1984 Sections 411, 415, 417, 441		X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X					X	X		X			X	X					
P.L. 94-142 Education for All Handicapped Children Act Sections 614, 517, 61B																							X	X				X	X	X	X		X	X		X								
P.L. 95-561 (Title VIII) Community Schools...Act of 1978 Sections 804-810, 813	X																																											
P.L. 96-374 (Higher) Education Amendments of 1980 Sections 113-115, 311, 321, 405-407, 431-437, 801, 1001					X																		X	X				X	X	X	X		X	X										

IMPLEMENTING
(INDIRECT)

Pilot Testing

POPULATION SETTINGS AND GUIDANCE PERSONNEL

Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In-Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USDE Guidance Staff	41	42	43	44
P.L. 93-644 Title VIII Native American Programs Act of 1974 (as amended in 1978 and 1981) Sections 803-807												X											X	X	X	X	X	X	X	X	X	X	X	X	X	X								
P.L. 96-302 Small Business Development Center Act of 1980 Section 202	X																																											
P.L. 97-35 Omnibus Budget Reconciliation Act of 1981 Sections 552-557, 561-566, 571-586		X	X	X								X	X	X			X	X					X	X	X	X	X	X	X	X	X	X	X	X		X		X						
P.L. 97-300 Job Training Partnership Act of 1982 Sections 432, 453		X							X			X	X			X			X	X		X	X		X								X		X									

IMPLEMENTING (INDIRECT) Research	POPULATION SETTINGS AND GUIDANCE PERSONNEL																																											
Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USDE Guidance Staff	41	42	43	44	
P.L. 93-415 Juvenile Justice and Delinquency Prevention Act of 1974 (and Amendments of 1977 in P.L. 95-115)	X																																												Sections 102, 204, 243, 521
P.L. 96-374 (Higher) Education Amendments of 1980	X																																												Sections 113-116, 311, 321, 331, 448, 605, 1001, 1101, 1313
P.L. 95-478 Older American Act Amendments of 1978	X									X																																			Sections 411, 421, 422, 424
P.L. 95-602 Rehabilitation Amendments of 1978	X														X																														Sections 200-204
P.L. 95-561 Education Amendments of 1978	X																																												Sections 124, 133, 147, 152, 325, 341, 372, 506, 531, 607, 613, 807, 932
P.L. 98-524 Carl D. Perkins Vocational Education Act of 1984							X	X	X	X		X		X	X					X																				X					Sections 401-404, 441
P.L. 94-142 Education for All Handicapped Children Act of 1975	X														X																														Sections 614, 617, 618
P.L. 95-561 (Title VIII) Community School.... Act of 1980	X																																												Sections 804-810, 813

IMPLEMENTING (INDIRECT) Research	POPULATION SETTINGS AND GUIDANCE PERSONNEL																																											
Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 93-644 Title VIII Native American Programs Act of 1974 (as amended in 1978 and 1981)												X									Sections 803-807		X	X	X	X	X	X	X	X	X	X	X	X	X	X								
P.L. 96-302 Small Business Development Center Act of 1980	X																				Section 202																							
P.L. 97-35 Omnibus Budget Reconciliation Act of 1981		X	X	X								X	X	X		X	X				Sections 552-557, 561-566, 571-586		X	X	X	X	X	X	X	X	X	X	X	X		X		X						
P.L. 97-300 Job Training Partnership Act of 1982		X							X			X	X			X			X	X		X	X		X								X		X									

OPERATING Program Operations	POPULATION SETTINGS AND GUIDANCE PERSONNEL																																											
Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 93-415 Juvenile Justice and Delinquency Prevention Act of 1974 (and Amendments of 1977 in P.L. 95-115)	X																				Sections 204, 221																							
P.L. 95-602 Rehabilitation Amendments of 1978															X						Sections 103, 110-112, 120, 121, 300-306, 611-617, 621-623				X							X												
P.L. 94-142 Education for All Handicapped Children Act of 1975															X						Sections 602, 612-615, 619		X	X				X	X	X	X		X	X		X				X				
P.L. 98-524 Carl D. Perkins Vocational Education Act of 1984																					Sections 101-103, 114-115, 201-204, 252, 322, 402, 421										X	X								X				
P.L. 95-561 Education Amendments of 1978																					Sections 147, 152, 325, 341, 372, 441, 607, 807, 932		X	X						X	X		X	X										
P.L. 92-318 Indian Education Act of 1972 (as amended by P.L. 95-561 in 1978)																					Section 304		X								X													
P.L. 95-561 (Title VIII) Community Schools... Act of 1978	X																				Sections 804-810																							
P.L. 96-374 (Higher) Education Amendments of 1980																					Sections 113-116, 311, 321, 331, 341, 406-407, 431-437, 502-505, 801, 901, 1001, 1101		X	X						X	X													

OPERATING

Program Operations

Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USDE Guidance Staff	41	42	43	44
	POPULATION SETTINGS AND GUIDANCE PERSONNEL																																											
P.L. 93-644 Title VIII Native American Programs Act of 1974 (as amended in 1978 and 1981)												X									Sections 803-807		X	X	X	X	X	X	X	X	X	X	X	X	X	X								
P.L. 96-302 Small Business Development Center Act of 1980	X																				Section 202																							
P.L. 97-35 Omnibus Budget Reconciliation Act of 1981		X	X	X								X	X	X		X	X				Sections 552-557, 561-566, 571-578		X	X	X	X	X	X	X	X	X	X	X	X		X		X						
P.L. 97-300 Job Training Partnership Act of 1982		X							X			X	X			X			X	X		X	X		X									X	X									

OPERATING

Professional Growth

	POPULATION SETTINGS AND GUIDANCE PERSONNEL																																											
Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 98-524 Carl D. Perkins Vocational Education Act of 1984 Section 332																							X	X	X	X	X																	
P.L. 93-415 Juvenile Justice and Delinquency Prevention Act of 1974 (and Amendments of 1977 in P.L. 95-115) Sections 102, 204, 241, 244, 249, 250, 521																							X	X	X	X	X	X	X															
P.L. 94-142 Education for All Handicapped Children Act of 1975 Sections 602, 613, 614, 617															X								X	X				X	X	X	X		X	X										
P.L. 95-602 Rehabilitation Amendments of 1978 Section 304															X										X					X		X	X	X										
P.L. 96-374 (Higher) Education Amendments of 1980 Sections 311, 321, 406, 486, 502-506, 901, 902																																												
P.L. 95-478 Older Americans Act Amendments of 1978 Sections 403, 404, 441										X													X	X	X	X		X	X	X	X	X	X	X										
P.L. 95-561 Education Amendments of 1978 Sections 224, 401, 522, 607, 723, 905, 922																							X	X				X		X	X		X	X										

OPERATING

Professional Growth

POPULATION SETTINGS AND GUIDANCE PERSONNEL

Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 95-561 (Title VIII) Community Schools... Act of 1978 Sections 807, 812																							X	X	X	X	X			X	X	X	X	X										
P.L. 92-318 Indian Education Act of 1972 (as amended by P.L. 95-561 in 1978) Section 810																							X	X	X			X		X	X													
P.L. 96-374 (Higher) Education Amendments of 1980																							X	X						X	X		X	X										
P.L. 93-644 Title VIII Native American Programs Act of 1974 (as amended in 1978 and 1981) Sections 803-807												X											X	X	X	X	X	X	X	X	X	X	X	X										
P.L. 96-302 Small Business Development Center Act of 1980 Section 202	X																																											
P.L. 97-35 Omnibus Budget Reconciliation Act of 1981 Sections 552-557, 561-566, 571-586																							X	X	X	X	X	X	X	X	X	X	X	X										
P.L. 97-300 Job Training Partnership Act of 1982 Sections 204, 252, 303, 423, 451-453		X							X			X	X			X			X	X		X	X		X								X		X									

OPERATING

Logistical Support

	POPULATION SETTINGS AND GUIDANCE PERSONNEL																																											
Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USDE Guidance Staff	41	42	43	44
P.L. 95-602 Rehabilitation Amendments of 1978																									X			X	X	X		X	X	X										
																					Sections 103, 300-306, 311, 511-617																							
P.L. 98-524 Carl D. Perkins Vocational Education Act of 1984		X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X				X	X	X	X	X			X	X					
																					Sections 421, 411																							
P.L. 95-561 Education Amendments of 1978																								X	X			X	X	X	X		X	X										
																					Sections 124, 147, 152, 325, 341, 372, 441, 607, 807, 932																							
P.L. 95-561 (Title VIII) Community Schools... Act of 1978	X																																											
																					Sections 804-810																							
P.L. 96-374 (Higher) Education Amendments of 1980																								X	X			X	X	X	X		X	X										
																					Sections 113-116, 311, 321, 331, 341, 405-407, 431-437, 502-505, 801, 901, 1001, 1101																							
P.L. 93-644 Title VIII Native American Programs Act of 1974 (as amended in 1978 and 1981)												X											X	X	X	X	X	X	X	X	X	X	X	X	X									
																					Sections 303-806																							

OPERATING

Logistical Support

POPULATION SETTINGS AND GUIDANCE PERSONNEL

Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Sups./Mgrs. (School)	32 Adm./Sups./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 96-302 Small Business Development Center Act of 1980 Section 202	X																																											
P.L. 97-35 Omnibus Budget Reconciliation Act of 1981 Sections 552-557, 561-566, 571-586		X	X	X								X	X	X		X	X						X	X	X	X	X	X	X	X	X	X	X	X				X						
P.L. 97-300 Job Training Partnership Act of 1982 Sections 204, 252, 308, 428, 451-453		X							X			X	X			X			X	X		X	X		X								X		X									

EVALUATING

Evaluation: Formative and Summative

POPULATION SETTINGS AND GUIDANCE PERSONNEL

Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supr./Mgrs. (School)	32 Adm./Supr./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away, Youth	40 USDE Guidance Staff	41	42	43	44
P.L. 95-602 Rehabilitation Amendments of 1978 Sections 14, 131, 202, 407																									x			x	x			x	x	x										
P.L. 98-524 Carl D. Perkins Vocational Education Act of 1984 Sections 112-113		x		x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x				x	x	x	x	x	x		x	x					
P.L. 94-142 Education for all Handicapped Children Act Sections 612-620																							x	x				x	x	x	x		x	x						x				
P.L. 95-561 Education Amendments of 1978 Sections 124, 127, 167, 183, 506, [illegible]																							x	x				x	x	x	x		x	x						x				
P.L. 95-561 (Title VIII) Community Schools... Act of 1978 Sections 804-810, 813	x																																											
P.L. 96-374 (Higher) Education Amendments of 1980 Sections 113-116, 311, 321, 331, 448, 605, 1001, 1101, 1313																							x	x				x	x	x	x		x	x										
P.L. 95-207 Career Education Incentive Act of 1977 Sections 5, 7, 8				x	x		x	x		x		x	x		x						x	x	x	x				x	x	x	x	x			x	x								
P.L. 93-415 Juvenile Justice and Delinquency Prevention Act of 1974 (and Amendments of 1977 in P.L. 95-115) Sections 102, 204, 221, 222, 224 - 227, 243, 521		x	x	x								x	x		x	x	x	x	x				x	x	x	x	x	x	x		x	x					x	x	x					

EVALUATING Evaluation: Formative and Summative	POPULATION SETTINGS AND GUIDANCE PERSONNEL																																											
Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employed	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 95-602 Rehabilitation Amendments of 1978 Sections 2, 103, 131, 200															X											X		X	X			X												
P.L. 92-318 Indian Education Act of 1972 (as amended by P.L. 95-561 in 1978) Sections 306, 314, 810																															X									X				
P.L. 93-644 Title VIII Native American Programs Act of 1974 (as amended in 1978 and 1981) Sections 803, 810												X										X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								
P.L. 96-302 Small Business Development Center Act of 1980 Section 202	X																																											
P.L. 97-35 Omnibus Budget Reconciliation Act of 1981 Sections 554-558, 564-566, 571-586		X	X	X								X	X	X		X	X						X	X	X	X	X	X	X	X	X	X	X	X		X		X						
P.L. 97-300 Job Training Partnership Act of 1982		X							X			X	X			X			X	X		X	X		X								X		X									

EVALUATING

Evaluation-Based Decisions

	POPULATION SETTINGS AND GUIDANCE PERSONNEL																																											
Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Supv./Mgrs. (School)	32 Adm./Supv./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 93-415 Juvenile Justice and Delinquency Prevention Act of 1974 (and Amendments of 1977 in P.L. 95-115) Sections 102, 204, 221, 222, 224-227, 243, 521		X	X	X								X	X		X	X	X	X	X				X	X	X	X	X	X	X		X	X					X	X	X					
P.L. 95-602 Rehabilitation Amendments of 1978 Sections 14, 131, 204, 401															X										X			X	X			X	X	X										
P.L. 95-478 Older Americans Act Amendments of 1978 Sections 207, 306										X													X	X	X	X		X	X	X	X	X	X	X										
P.L. 94-142 Education for All Handicapped Children Act of 1975 Sections 612-620															X								X	X				X	X	X	X		X	X										
P.L. 95-561 (Title VIII) Community Schools... Act of 1978 Sections 804-810, 813																							X	X				X	X	X	X	X	X	X						X				
P.L. 95-561 Education Amendments of 1978 Sections 124, 147, 152, 325, 341, 372, 441, 607, 807, 932																							X	X				X	X	X	X		X	X						X				
P.L. 92-318 Indian Education Act of 1972 (as amended by P.L. 95-561 in 1978) Sections 305, 314, 810																															X									X				
P.L. 95-207 Career Education Incentive Act of 1977 Sections 5, 7																															X									X				
P.L. 96-374 (Higher) Education Amendments of 1980 Sections 113-116, 311, 321, 331, 448, 605, 1001, 1101, 1313																							X	X				X	X	X	X		X	X										

EVALUATING

Evaluation-Based Decisions

Federal Legislative References	1 General, No Target Group	2 Early School Leaver	3 Students, Elementary	4 Students, Secondary	5 Students, Postsecondary	6 Students, Adults	7 Sex Stereotyping (Male/Female)	8 Women, Girls	9 Mid Career Changers	10 Aged, Elderly	11 Bilingual	12 Minorities	13 Disadvantaged	14 Exceptional, Gifted and Talented	15 Exceptional, Disabled/Handicapped	16 Institutionalized Offenders	17 Noninstitutionalized Offenders	18 Parolees	19 Unemployed Youth	20 Unemployed Adults	21 Employees	22 Labor Representatives	23 Counselors, Voc/Career/Employment	24 Counselors, Educational	25 Counselors, Mental Health/Rehabilitation	26 Counselors, Family/Pastoral	27 Counselors, Correctional	28 Paraprofessionals	29 Volunteers	30 Teachers	31 Adm./Sups./Mgrs. (School)	32 Adm./Sups./Mgrs. (Non-School)	33 Staff Developers/Trainers	34 Educators, Pre-Service/In Service	35 Employers	36 Parents/Guardians/Family Members	37 Legislators, Leg. Aids/Staffs	38 Potential Youth Offenders	39 Run Away Youth	40 USOE Guidance Staff	41	42	43	44
P.L. 98-524 Carl D. Perkins Vocational Education Act of 1984 Sections 112-113		X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X				X	X	X	X	X			X	X					
P.L. 93-644 Title VIII Native American Programs Act of 1974 (as amended in 1978 and 1981) Sections 807, 810												X											X	X	X	X	X	X	X		X	X	X	X	X									
P.L. 96-302 Small Business Development Center Act of 1980 Section 202	X																																											
P.L. 97-35 Omnibus Budget Reconciliation Act of 1981 Sections 554-557, 564-566, 571-586		X	X	X								X	X	X		X	X						X	X	X	X	X	X	X	X	X	X	X	X				X						
P.L. 97-300 Job Training Partnership Act of 1982 Sections 105-107, 143, 162-165, 305, 430, 454		X							X			X	X			X			X	X		X	X		X								X		X									

APPENDIX 3

FEDERAL AND STATE GUIDANCE-RELATED LEGISLATION: A CALIFORNIA CASE STUDY

by Linda Phillips-Jones

Most legislative case studies deal with the lively drama and struggle of seeing a piece of proposed legislation grow from an idea to a bill to--in some cases--an actual federal or state law. This case study does not look at the process of **enacting** legislation. Instead, it picks up the story after those laws have been passed. This study investigtes how at least one state makes use of federal and state guidance-related legislative provisions that are "on the books" waiting to be utilized. As will be seen in this document, the series of events involved in this process can have its own share of drama and struggle.

Purposes of the Legislative Case Study

This case study has three purposes:

1. To track the flow of guidance-related **federal** legislative provisions to an individual state, and within that state, to the major service providers and recipients for whom the legislation was intended
2. To determine what guidance-related **state** legislation exists in that state and how the resources of that legislation eventually reach the people (service providers and recipients) for whom it was intended
3. To illustrate how this legislative information can be of benefit to a local planning team that desires to set up a comprehensive, community-based career guidance program

Selection of State Case Study

California was selected as the state for in-depth review. This choice was made for several reasons. California, with its more than 22 million people, is not only large, but also diverse in population, with a full agenda of guidance needs to be met. Since 10 percent of the nation's population lives in the state, roughly 10 percent of federal fiscal resources are allocated there. While not the most active state in terms of career-related state legislation, California does have some exemplary career-related legislation worth noting. Finally, since some project staff and one site team were located in and familiar with the state, legislative information was accessible, and the case study itself could be conducted in a cost-effective manner.

Process Used in the Legislative Case Study

Project staff used a combination of personal interviews and document reviews to obtain the information for the study. In-person and telephone interviews were conducted with individuals from federal, state, and local government offices; professional associations; and local guidance implementation

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[1] This case study was written before P.L. 97-35, the Omnibus Budget Reconciliation Act of 1981 was implemented. Subtitle D, Elementary and Secondary Education Block Grant of P.L. 97-35, has pervasive implications for federal program provisions referenced throughout this case study. Readers should use this case study as an illustration and should recognize that because of P.L. 97-35, widespread changes will have taken place in their states and communities. Readers should review the summary of P.L. 97-35 in Appendix 1.

teams. Numerous documents, including federal laws, rules and regulations, *Federal Register*, *Commerce Business Daily*, state laws, state plans, state grant and contract applications, local budgets and proposals, *Governor's Annual Budget*, legislative reference materials, and other documents were read, analyzed, and drawn from when applicable to the study.

Acknowledgements

A number of individuals provided information for the legislative case study, and the author would like to thank and commend each of them for their assistance. Included were the following:

Joan Bissel (California Legislative Auditor's Office); Bob La Liberte, Dale Badgley, Steve Williamson (California Governor's Office); Jack Snyder, Ai Yakota, Laura Schlichtmann, Paul Richins, Dave Morrow, Joel Mayeda, Mary Davies, Elizabeth Kirsten, and Allen Davenport (California Employment Development Department); Larry Wilson, Jan Dell, Verne Albright, Bob Parker, and Roger Chapman (California Department of Rehabilitation); Lee Sheldon, Stan Greene, Bill Waroff, Jerry Cummings, David Foley, Don White, Jim Hershinger, Bill Dae (California Department of Education); Anita Mitchell (Alternatives); David Pritchard, Bernard O'Hayre (U.S. Department of Education); Vera Jashni (Culver City Unified School District); Tom Jacobson (Grossmont Unified School District); Dick Hoover and Morgan Vail (California Personnel and Guidance Association); Carol Andersen (Education Commission of the States); Pat Hooper (Orange County Department of Education).

Components of the Legislative Case Study

This study is divided into two parts. Part I, **Overview of One State's Role in Guidance-Related Legislation**, offers a look at how the legislative provisions of 16 federal laws flow to the state and how the federal legislative provisions eventually reach the citizens of that state. The overview also outlines the process used in implementing state legislation. Included are flow charts that illustrate these federal and state processes. Descriptions of some California state laws that relate to career guidance are included as examples of how a state has responded to needs in this field.

Part II, **A Guidance Program Implementation Team Makes Use of Legislative Provisions**, takes the information of Part I and shows how a hypothetical team, through some trial and error, finds ways of making legislative resources work for its guidance program. Included is an outline of the steps taken by the team, legislative and other resources the team decided to use and reject, and a description of how those resources supported its guidance program.

Part I

Overview of One State's Role in Guidance-Related Legislation

As mentioned earlier in this module, a substantial number of **legislative provisions** (federal and state laws, regulations, and policy guidelines) affecting the delivery of guidance programs has been adopted in recent years. The variety and scope of these provisions can be overwhelming.

One way of trying to make sense of this complex process is to study how it works in one state--how that state responds to federal legislative mandates and how it creates its own state policy (through state legislative and other mechanisms) for implementing guidance programs. This section describes, in a rather simplified manner, how the general process works in California.

Flow of Federal Legislative Provisions to Local Career Guidance Programs and Clients

Display 1 on the next page presents what could be called a "logic model" or flow chart of how a piece of federal legislation (and the provisions within the legislation) flows to the people and programs for which it was intended. Notice the flow from Congress to a particular federal agency, to a program within that agency. From the administrative offices of that agency's program, provisions go either to the state or directly to a local agency and program.

Generally, if the provisions go to one or more state agencies, the state legislature has to accept or reject the federal assistance provided by the law. Although most states typically accept federal assistance, occasionally it is refused. For example, the state of New Mexico decided not to accept the federal funds provided by the Career Education Incentive Act of 1977 (Public Law 95-207).

Appendix 1 of this module presents summaries of 16 federal laws or portions of laws with implications for career guidance. In this case study, these laws again were analyzed and their "flow" was traced to California's programs and citizens. Display 2 on the next two pages provides a list of these laws and the state or local agencies responsible for implementing and administering them.

Contracts and grants. Local programs can obtain funds provided by federal legislation through two mechanisms: contracts or grants. (Display 3 highlights the major differences between the two.)

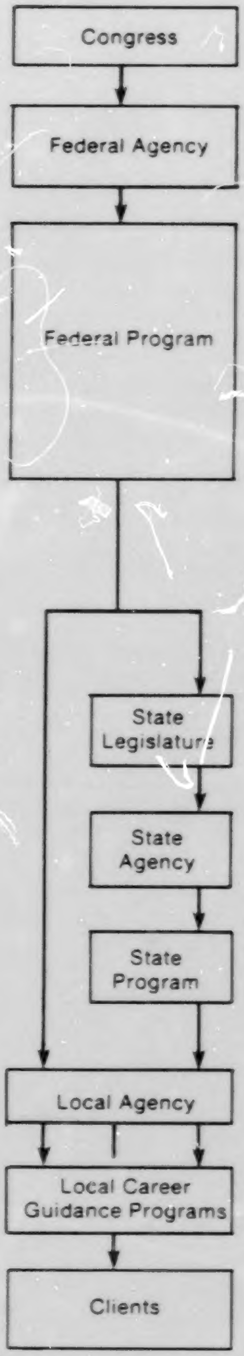
A **grant** is an award of money given to a government entity, other organization, or an individual by an external funding source (here the federal government) to carry out an agreed upon project or activity. In **direct grant** or **discretionary programs**, the federal agency awards its grants directly to those whose applications best meet the criteria for the work. State **formula grants** or **entitlement** awards are made to states according to a formula based on the numbers of people to be served and/or the amounts of federal money available. In **state-administered grants**, the states themselves are the grantees and may award grants to applicants on either a discretionary or formula basis (*American Education*, 1980).

An application is the vehicle usually used to secure a grant. The application must convince the funding agency that the applicant qualifies and that the strategies proposed fall within the scope of priorities of the funding agency. An example of federal legislation providing direct guidance-related grants is the Community Education and Comprehensive Community Schools Act of 1978 (Title VIII of Public Law 95-561). Examples of federal legislation that provide state entitlements and state administered grants include the Vocational Education Amendments of 1978 (Title II of P.L. 94-482) and the Higher Education Amendments of 1980 (P.L. 96-374).

A **contract** differs from grants in that the funding agency has a service it wants performed. For example, the federal government wants a set of training materials developed on how to implement a

Display 1

FLOW OF FEDERAL LEGISLATIVE PROVISIONS TO LOCAL CAREER GUIDANCE PROGRAMS AND CLIENTS



Congress passes federal law, which is assigned to a federal agency for implementation. Congress appropriates funds to support implementation efforts.

The responsible agency establishes federal Rules and Regulations for the law. These are published in the *Federal Register* and codified (given a section and number) in the *Code of Federal Regulations* (CFR).

The resources of the law are then directed to one of the agency's federal programs listed in the *Federal Catalog of Domestic Assistance*. If no program exists, a new one is established. (In the case of a federal law that abolishes a program, the program is cancelled.)

Program administrators develop program goals and priorities and publish administrative letters and guidelines to further clarify the Rules and Regulations. Agency issues grant announcements and requests for proposals (RFPs), which are advertised in the *Federal Register* (grants) or the *Commerce Business Daily* (contracts). Agency assists state and local agencies (and individuals) with "in-kind" assistance, which is paid for with the Agency's portion of the funds provided by the law.

The majority of funds are made available to states in the form of "flow-through" monies or entitlements specified in the law. To obtain these funds, states must usually submit state plans and/or applications.

Some federal funds (discretionary funds and some entitlements) go directly to local agencies, organizations, and individuals.

Legislature accepts or rejects federal assistance. If accepted, usually passes state statute stating so and then assigns responsibility for implementation to one or more state agencies.

State agency retains part of funds for administrative costs and makes remainder available to local government agencies, nonprofit organizations, or individuals for implementing local programs.

Local program administrators, if agree to accept assistance, submit applications or proposals to the state agency.

Funds reach clients in the form of direct monetary stipends and/or various products and services.

Display 2

SELECTED FEDERAL LAWS WITH IMPLICATIONS FOR CALIFORNIA GUIDANCE PROGRAMS

Public Law Number	Title of Act	Main Agency(ies) Responsible for Implementation of Programs
30	Wagner-Peyser Act	Employment Development Department
97-300	Job Training Partnership Act of 1982	Employment Development Department Department of Education Local Units of Government and Private Industry Councils
94-142	Education for All Handicapped Children Act of 1975	Department of Education
95-602	Rehabilitation Amendments of 1978	Department of Rehabilitation
95-523	Full Employment and Balanced Growth Act of 1978	No specific programs to administer
98-524	Carl D. Perkins Vocational Education Act of 1984	Department of Education Chancellor's Office, California Community Colleges Chancellor's Office, California University System Chancellor's Office, University of California
92-318	Indian Education Act Amendments of 1978	Department of Education
93-415	Juvenile Justice and Delinquency Prevention Act Amendments of 1977	Office of Criminal Justice Planning
95-478	Older Americans Act Amendments of 1978	Department of Aging
96-374	Higher Education Amendments of 1980	Chancellor's Office, California Community Colleges Chancellor's Office, California State University System Chancellor's Office, University of California System

Display 3

DIFFERENCES BETWEEN CONTRACTS AND GRANTS

Characteristic	Contracts	Grants
Solicitation Document:	Request for Proposal (RFP)	Application Kit/Guidelines
Basis:	Agency need for specific service/product, sometimes a legislative requirement of the agency	Usually the need of the recipient's program area. Almost always established by legislation
Advance Information:	Not generally available in specifics	Usually available during preparation of guidelines
Advertised:	*Commerce Business Daily* (CBD)	*Federal Register, Catalog of Federal Domestic Assistance*
Time to Prepare Proposal:	Usually 30 to 45 days	Generally 60 to 90 days
Eligibility:	Unrestricted unless specifically stated	Nonprofits only
Knowledge of Money Available:	Frequently stated in terms of person-years	Total number of dollars available to program is known
Awards: Number	Usually single	Always multiple
Types:	Fixed price Cost reimbursement Cost-plus-fixed fee Labor hour Basic ordering agreement Time and material Rarely cost-sharing	Cost reimbursement only Often cost-sharing Never a fee
Subcontracting:	Permissible unless specifically restricted	Permissible unless specifically restricted
Occurrence:	Most are "one shot"	Most cyclical with application due every year or sometimes 3 times a year
Period of Performance:	Average 6-18 months, can be multiyear, contingent on performance and availability of funds	One year
Continuations/Extensions	Options to extend must be stated in RFP	Some noncompeting continuations if regulations permit
Deliverables: (reports, products, etc.)	Occur throughout performance period; specified by agency; required for payment	Usually some type of report(s) at the end of performance

Characteristic	Contracts	Grants
Performance Specification and Monitoring:	Tasks specified by agency, little flexibility over how to do them. Closely monitored with milestones. Time schedules important.	Applicant proposes to do something that matches agency's priorities/interests. Little monitoring.
Payment Schedule:	After costs incurred, monthly or quarterly	Quarterly, in advance
Financial Control/Audit:	Close control. All cost-type contracts audited.	Flexible control. Some projects audited.
Cancellation:	Default or Convenience of Government. Liquidated damages can be recovered for default if specified in contract.	Almost never cancelled. Less specification makes default almost impossible.

Source: From Jacobson, Thomas J. *Grants and Contracts/School Improvement: Guide to Obtaining Competitive External Funds.* Staff Manual. Grossmont, California: Grossmont Union High School District, 1978.

competency-based rehabilitation program. An organization or individual may submit a bid for performing the required service. Contracts are usually awarded to bidders based on the quality of the proposal submitted and bidder's ability to perform it. Usually, there is very little leeway in the performance of a contract. The funding agency determines in advance very specifically what it wants in the way of services provided, and the bidder then competes for the opportunity to perform the service. An example of federal legislation authorizing contracts is the Job Training Partnership Act of 1982.

As Display 1 illustrates, after a portion of federal contracts and grants is used to administer programs, the remainder of funds reach clients in the form of **direct monetary payments** (e.g., training stipends, loans, scholarships) and/or various **products** (e.g., a career guidance assessment instrument) and **services** (e.g., a job placement activity).

Flow of State Legislative Provisions to Local Career Guidance Programs and Clients

A similar implementation process occurs with legislation that originates in a state, in this case, California. As Display 4 on the next page illustrates, once the state legislature passes the law, it becomes part of one of the state's legal "**Codes**." It is then generally assigned to a state agency for implementation, although occasionally, the legislative provisions flow directly to local agencies.

Just as federal agencies develop rules and regulations for federal laws, state agencies are assigned the task of developing state regulations. These appear in the state's **Administrative Code**.

If funds are appropriated by the legislation, the state agency uses part of them for administrative expenses and directs the remainder to local programs and clients. The agency does this by providing **entitlement grants** to local agencies based on clients to be served or other criteria, or else awards competitive **direct** grants and contracts to organizations and individuals who apply for them. The funds eventually reach clients in the form of **direct monetary payments** or various **products** and **services**.

In addition to helping to implement state legislation, state boards and agencies (as part of the executive branch of government) can implement policy decisions with or without legislative backing. These policy decisions or recommendations affect local programs. For example, a study of school counseling was conducted for the California Legislature (*Report of Statewide Task Force on School Counseling*, 1979). With the exception of a law related to confidentiality, the study did **not** result in any major new state legislation related to guidance, although several changes in laws were proposed.

Partly in response to this move, the California State Board of Education voted to make guidance one of its priorities. This Board issued a policy statement urging local districts to develop comprehensive guidance plans. While not a state law, this action is starting to have influence on guidance program planning throughout the state (California State Department of Education, 1981).

California State Laws with Major Implications for Career Guidance

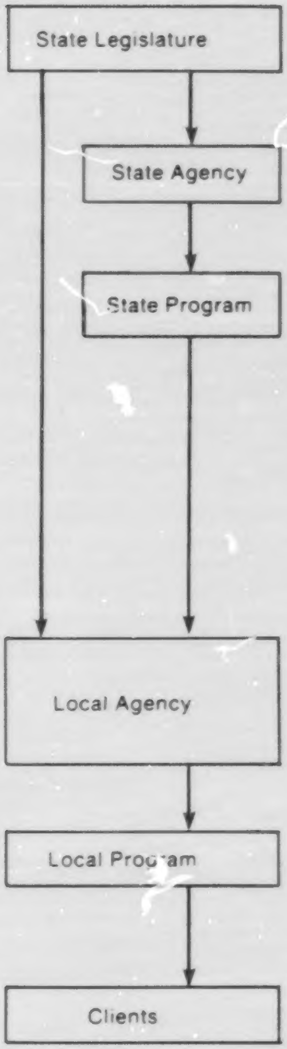
The California Legislature has passed several statutes that have major implications for comprehensive career guidance programs. Among these statutes are the following:

1. Sec. 7504, Chapter 713, Statutes of 1971 as amended by the Statutes of 1974 Education Goals

This state legislation was actually a joint resolution passed by both houses of the state legislature.

Display 4

FLOW OF STATE LEGISLATIVE PROVISIONS TO LOCAL CAREER GUIDANCE PROGRAMS AND CLIENTS



Passes original state legislation as well as state versions of federal legislation. (See Display 1.) Assigns responsibility for implementing state law to one or more state agencies.

Establishes state version of Rules and Regulations, which becomes official part of state *Administrative Code*.

The resources contained in the law are directed to one of the Agency's official programs listed in its state plans, other publications, and the *Governor's Annual Budget*.

Agency develops program goals and priorities and publishes administrative guidelines to further clarify the section(s) of the *Code*. Issues grant announcements and requests for proposals (RFPs) to organizations and individuals interested in applying for funds. Assists local agencies with "in-kind" assistance which is paid for with the Agency's administrative portion of the funds provided by the law.

Local agency and other public and private organizations develop programs and establish administrative procedures. Local agency applies for in-kind assistance by calling or writing state agency. Applies for direct funds by completing grant applications and contract proposals. Receives some funds directly from Legislature as well as from federal agencies (see Display 1).

Funds reach clients in the form of direct payments and/or various services and products.

> The Legislature hereby recognizes that it is the policy of the people of the state of California to provide an educational opportunity to the end that every student leaving school shall have the opportunity to be prepared to enter the world of work; that every student who graduates from any state-supported educational institution should have sufficient marketable skills for legitimate remunerative employment; that every qualified and eligible adult citizen shall be afforded an educational opportunity to become suitably employed in some remunerative field of employment; and that such opportunities are a right to be enjoyed without regard to race, creed, color, national origin, sex, or economic status.
>
> Art. 7504, Ch. 1

While the resolution carried no funds with it, its language is supportive of the rationale for a comprehensive career guidance program. It has been used to help "sell" programs.

2. AB 65, Chapter 894, Statutes of 1977
School Improvement Program

This state law, which authorizes and funds California's innovative School Improvement Program, is designed to help schools meet the educational, personal, and career needs of all their students. Through demonstration projects, selected schools are able to experiment with different approaches to meeting those needs. Participating schools, in cooperation with parents and other members of the community are expected to do the following:

- Recognize that each pupil is a unique human being to be encouraged and assisted to learn, grow, and develop in his or her own manner to become a contributing and responsible member of society.
- Assure that pupils achieve proficiency in mathematics and in the use of the English language, including reading, writing, speaking, and listening.
- Provide pupils opportunities to develop skills, knowledge, awareness, and appreciations in a wide variety of other aspects of the curriculum, such as arts and humanities; physical, natural, and social sciences; physical, emotional, and mental health; consumer economics; and career education.
- Assist pupils to develop esteem of self and others, personal and social responsibility, critical thinking, and independent information.
- Provide a range of alternatives in instructional settings and formats to respond adequately to the different ways individual pupils learn.
- Maintain a schoolwide process for the involvement of parents broadly reflective of the socioeconomic composition of the school attendance area, principals, teachers, other school personnel, pupils attending secondary schools, and the members of the community in the development of school improvement plans.

Funds are available to support efforts to improve instruction, auxiliary services, school environment, and school organization. Schools apply first for a planning grant to write a School Improvement Plan. If the plan is approved, additional funds are made available for implementing the plan.

3. SB 986, Chapter 1254, Statutes of 1977
   Regional Career Guidance Centers

This state legislation, which replaced earlier legislation that authorized one pilot career guidance center, established two regional career guidance centers in San Diego and Los Angeles Counties. A total of $300,000 was appropriated for operating costs of the centers.

Among the centers' responsibilities are to maintain programs consisting of, but not limited to, the following components:

- An inventory of career guidance measurement instruments for use in determining career aptitudes and interests

- An inventory of career guidance resource materials

- Inservice training of staff in educational agencies implementing career development activities

- A system for collecting, coordinating, updating, and distributing career information at the local, regional, state, and national levels

4. AB 2020, Chapter 972, Statutes of 1978
   California Occupational Information System

This legislation authorizes the California Occupational Information System (COIS) as the official state program for the production of occupational planning, administration, and guidance information for use by educators, planners, clients, and guidance personnel. Previous legislation had authorized a vocational manpower management information system in the Department of Education only.

According to this law, the Director of Employment Development, the Superintendent of Public Instruction, the Chancellor of the California Community Colleges, the Director of the Department of Rehabilitation, the Council for Private Postsecondary Educational Institutions in the Department of Education, and the Chairperson of the California Employment and Training Advisory Council must each designate a representative who shall cooperate jointly as the State Occupational Information Coordinating Committee (SOICC) to develop and implement the California Occupational Information System and to oversee the dissemination and use of information.

The information produced by the California Occupational Information System is to be used to plan programs, curricula, staff developmental training for education and training personnel and to counsel individuals. The information will be available to individuals to aid them in making career choices, to operators of employment and training programs, and to other potential users to the maximum extent feasible.

5. SB 132, Chapter 1181, Statutes of 1979
   California Work-Site Education and Training Act of 1979

This state legislation, commonly referred to as CWETA, is aimed at alleviating the employment problems encountered by urban and rural economically disadvantaged, youths, displaced workers, and other persons with obsolete or inadequate job skills.

A total of $25 million has been allocated for local projects. These locally developed projects are to provide innovative job training which not only meets the needs of targeted groups, but which also matches the skill needs of employers in the local labor market area. Short-term classroom instruction must be directly linked with work-site training. The intent is to provide opportunities for participants to enter into career employment and advancement while at the same time fulfilling employer demands for skilled labor.

Projects are funded from the appropriations specified in the Act and are administered by the Employment Development Department with the cooperation of the Department of Industrial Relations, the Department of Education, and the Chancellor's Office of Community Colleges. Projects must supplement and not supplant, any existing approved apprenticeship programs or vocational training programs provided by employers, employee organizations, community colleges, or kindergarten through high school institutions.

6. AB 763, Chapter 401, Statutes of 1980
Confidentiality

This law provides that any information disclosed by a student 12 years of age or older while receiving counseling from a school counselor is confidential and shall not be revealed except under certain conditions. Information discussed during counseling cannot be revealed except as follows:

- Discussion with licensed physicians, psychiatrists, psychologists, or other health care providers for the sole purpose of referring the pupil for treatment
- Reporting of child abuse or neglect as required by Section 11161.5 of the *Penal Code*
- Reporting information to persons outside the school when the pupil indicates that a crime, involving the likelihood of personal injury or significant or substantial property losses, will or has been committed
- Reporting information to one or more persons, specified in a written waiver after this written waiver of confidence is read and signed by the pupil and preserved in the pupil's file

7. SB 1115, Chapter 522, Statutes of 1980
Unemployment Compensation During Training

This legislation expands the eligibility criteria for receiving unemployment compensation benefits. It is testing, by means of a demonstration project that will operate until January 1985, the effectiveness of providing unemployment compensation benefits, extended duration benefits, or federal-state extended benefits to individuals during a period of training or retraining to fit them for new jobs in **demand occupations** in a labor market area in which the director of the Employment Development Department determines work opportunities are available and there is not a surplus of qualified applicants.

A person who is able to work is eligible to receive such benefits if he or she is: "certified as being enrolled in and satisfactorily pursuing a training or retraining course of instruction and, among other things, the person has been unemployed for four or more continuous weeks or because of specified circumstances, and the training program can be completed in one year and is one which will provide the person with the necessary skills in a demand occupation, as defined."

The legislation requires the Employment Development Department to evaluate the effectiveness of the program and to make specified reports to the Legislature.

8. AB 15544, Chapter 1052, Statutes of 1977
Native American Indian Education Program

This state legislation seeks to improve the educational accomplishments of American Indian children in California's rural areas. Projects funded under the provisions of this law focus on early childhood education in the academic and cultural domains.

Each year the California State Department of Education funds about 10 such projects, usually operating in over 10 schools. Any rural school district is eligible if it receives equalization aid, has a school in which at least 10 percent of the students are American Indians, and maintains programs for prekindergarten or kindergarten through grade four. Current and recent "American Indian Early Childhood Education" projects employ American Indian aides and community representatives (and other local resources) to help children develop a better understanding of American Indian culture as well as to rejuvenate American Indian languages.

Educational services provided by these projects include language development, reading, mathematics, multicultural education, staff development, health and auxiliary services, parent participation, and community involvement. Instructional approaches range from individualized reading, spelling, and mathematics with high school students as tutors; to pull-out programs under the direction of special teachers.

The projects hope to counter the failure cycle which impinges upon many Native American children and youth. The effects of failure include poor academic achievement, low self-esteem, increased absenteeism, and high dropout rates for these students. The expectation is that the state funds will reverse this typical cycle during early childhood by assisting children to grow academically, to improve their levels of self-esteem, and to gain greater knowledge and appreciation of their cultural heritage.

These projects are administered by the American Indian Education Unit in the State Department of Education. This unit coordinates these efforts to complement activities supported by Parts A and B of the federal government's Indian Education Act, Title IV. In 1980-81 a total of $300,416 was appropriated for the state projects.

9. SB 2264, Chapter 1425, Statutes of 1974
American Indian Education Centers

This statute supplies funds for American Indian Education Centers (AIECs) established primarily to improve the academic performance (in reading and mathematics) and self-esteem of Native American students. The legislative intent is that AIECs will be located in predominantly Indian communities to serve students, parents, and public schools.

In addition to impacting the above two areas, the centers' functions are:

- To increase the employment of Indian adults.
- To serve as settings for related community activities.
- To provide tutorial assistance to students as well as adult classes and activities.
- To deliver individual and group counseling to students and adults.
- To coordinate programs with public schools.
- To serve as locations for parent-teacher conferences as well as summer recreation.

- To present college-related training for prospective Indian teachers.
- To acquire and disseminate library and other educational material.

Currently, 12 AIECs are partially supported by SB 2264. They are funded on a continuing basis, contingent on successful performance of their existing contractual commitments. Since the centers receive funds from other sources (in order to meet as many of the above expectations as possible), the SB 2264 monies have been used primarily for academic tutoring programs. To extend this service into some of the above programs, AIECs have marshalled over $1.5 million from various local, state and federal agencies.

The AIEC program is administered by the American Indian Education Unit in the California State Department of Education. The Unit coordinates this funding program so that it complements activities and resources supported by Parts A and B of the federal Indian Education Act, Title IV. In 1980-81, a total of $707,700 of state funds under SB 2264 helped maintain portions of each of the 12 centers. Tribal groups and incorporated Indian associations, either separately or jointly are eligible to receive this support.

10. AB 8, Chapter 282, Statutes of 1979

This state law effected a major revision in long-term provisions for school finance under the permanent limitations that were set by Proposition 13. A portion of each school's property tax base was shifted to other local governmental entities, and state support for K-12 schools was increased. AB 8 instituted a new equalization formula for school district inflation allowances, with increases to be on a sliding scale.

11. AB 8, Chapter 191, Statutes of 1979
Independant Living Centers

This state legislation provides funding for the support of existing and development of new independent living centers to provide services to disabled individuals to assist them in achieving social and economic independence.

12. AB 8, Chapter 1182, Statutes of 1979
California Jobs Tax Credit

This law provides state tax credit to employers who hire the economically disadvantaged and disabled who are dependent on public aid not covered under the federal Targeted Jobs Tax Credit Program.

Part I has attempted to provide an overview of the general flow of federal and state legislative provisions from lawmakers to programs to clients, using California as an example. Part II illustrates how a team of guidance program innovators could take this somewhat theoretical background information and make it work for their guidance program.

Part II

A Guidance Program Implementation Team Makes Use of Legislative Provisions

One of the thrusts of the Guidance Team Training Program has been to encourage local guidance program managers to take advantage of federal and state legislative provisions available to them. The following series of events is actually a composite of steps taken by various guidance program planners to pursue those resources. They are presented here in an order which could be followed by any team that wanted to make use of legislation in supporting a comprehensive, community-based career guidance program.

1. The team members first conceptualized the comprehensive, community-based career guidance program they wanted to implement. They wrote an action plan which outlined the program's goals, objectives, and potential activities.

2. They then decided to "modularize" their action plan. In other words, they developed separate, self-contained "packages" of goals, objectives, and activities that could be "sold" in various combinations to different sponsors. These were written up in the form of prospectuses of from 4 to 12 pages each.

3. Next, they began to identify the **federal** legislative provisions that could be resources for their program. They wanted to find financial resources, of course, but also saw the value of identifying **legislative language** which supported their program rationale and philosophy or which had legal requirements that they would have to follow to be within the law.

   They began this phase by going through this module (CG B-1). They reviewed the **Quick Reference Legislative Matrix** in Appendix 2 to see which of 16 federal laws had sections relating to the separate components of their planned program. In Appendix 1, they then read the analyses of those laws and noted the suggested implications for career guidance.

4. The team members decided to get copies of some of these laws (plus the laws' accompanying regulations) through their local representative to Congress. As a beginning, they requested copies of the Education Amendments of 1976, 1978, and 1980 (Public Laws 94-482, 95-561, and 96-374) and the Job Training Partnership Act (P.L. 97-300).

5. Once they had these copies, they divided them up and pairs of team members went through the laws and regulations section by section, taking notes on any passages that might be of use to their planned program.

6. They also reviewed the description of the 12 pieces of state legislation mentioned in Part I of this appendix.

7. The team next went to a law library and found that these state laws appear in two series: (1) collections of statutes passed each year and (2) a series of **Codes**. Each "subject" area, such as education, appears in its own **Code** (e.g., rehabilitation laws appear in the *Welfare and Institutions Code*). These subject **Codes** all have accompanying "rules and regulations," which appear as various titles of the state *Administrative Code*. (For example, the regulations for education appear as Title 5 of the *Administrative Code*.)

8. The team narrowed its search, for the time being, to the *Education Code*, *Welfare and Institutions Code*, and *Unemployment Insurance Code* (plus the *Administrative Code*).

9. They spent time reading through these collections and made photocopies of statutes that had particular relevance for their program. The ones that looked most promising for their clients were the California Work-Site Education and Training Act, School Improvement Program, and Native American Indian Education Program.

10. The team members also decided to make use in some way of the State Board of Education's career guidance priority statement. They had no doubt that it could be powerful (even though it was not a mandate) when it came time to convince local school administrators of the importance of a comprehensive guidance plan.

11. Once again using this appendix, they referred to the two logic models or flow charts (Displays 1 and 4) in Part I to refresh their memories on the general flow of federal and state legislative provisions to local programs and clients.

12. The team's next step was to identify potential financial support for its program, beginning with sources of public legislated funds. As Displays 1 and 4 indicate, after legislation is passed, it eventually flows to existing or new **programs**, so the team began to collect documents that described what federal and state programs were in existence. At the federal level, they learned that programs are listed by number in the *Catalog of Federal Domestic Assistance*. The *Catalog* is published annually by the federal Office of Management and Budget (OMB) and is kept up to date by looseleaf additions. The *Catalog* is available in most major libraries or by subscription. Some federal departments also issue their own program descriptions. For example, the U.S. Department of Education publishes the *Catalog of Federal Education Assistance Programs* every other year. Also, the journal, *American Education*, publishes a *Guide to Department of Education Programs* each year. Reprints of the *Guide* are available. (See References.) Display 5 includes an excerpt from the 1981 *Guide*.

13. At the state level, the team found short descriptions of programs in the *Governor's Annual Budget*. (See Display 6 for an excerpt from the *Budget*.) Team members also obtained copies of individual agencies' program descriptions by contacting the directors' offices of those agencies. For example, all state education programs were described in the annual *California Public School Directory*. On the next three pages, see Display 7 for a list of some of the promising state programs they found that could relate to their planned career guidance program.

14. The team took a close look at the *Federal Register* (which lists all federal grants that are available) and the *Commerce Business Daily* (which lists federal contracts). These publications announce the purpose of the announced grants and contracts and state how to apply for them. Since one of the team members worked at a nonprofit research and development institution that received these publications, she agreed to monitor the daily announcements and to make copies of any prospects to share with the rest of the group.

15. At the same time, team members started to make **personal contacts** with state and local directors of programs funded through state and federal legislative provisions. They identified those that could relate to the various "modularized" sections of their proposed comprehensive career guidance program. For example, they introduced themselves and their program ideas to the local school district's director of special education. They asked the director how they could become informed of funding that came through that office. They got a copy of the district's *Special Education Master Plan* to see where their ideas could mesh with that *Plan's* content. They made a note of the application cycle that was followed by that office and plugged those dates into their own master fund-seeking calendar.

16. They used the same process with directors of guidance, vocational education, adult education, and other educational programs.

Display 5

EXCERPT FROM 1980-81 GOVERNOR'S BUDGET

DEPARTMENT OF EDUCATION

California's public education system is administered at the State level by the Department of Education, under the direction of the State Board of Education and the Superintendent of Public Instruction, for the education of more than 4 million students from preschool age to adulthood. *The department program budget has been totally restructured for the 1980–81 fiscal year so that individual State and federal program purposes, functions, and fiscal details can be more easily linked between this budget and related appropriation items in the Budget Bill. This reorganization is also intended to facilitate identification of the various programs serving specific student population needs.*

The State administration aspects of the programs are managed through three branches of the Department: the Executive Branch, the Educational Programs Branch, and the Administration Branch.

The functions of the State staff in administering the programs described in this budget extend across six principal areas. The state functions include:

Policy development and coordination—promulgating regulations, implementing statutes, interpreting legislative intent, developing program goals, and coordinating with other agency individuals within the executive and legislative branches.

Curriculum and management assistance—assisting local educational agencies through the dissemination of information, conduct of workshops and provision of other in-service training, and performance of other leadership functions.

Fund and product distribution—allocating to local educational agencies funds appropriated by the State or federal government and distributing surplus property or donated commodities.

Program and plan review—assessing the quality of operating educational programs and adherence to implementing requirements.

Regulatory action—resolving of compliance issues identified through the program and plan review functions.

Consumer protection—following up on and resolving parent, student, or community group complaints unresolved by local agencies.

Each of these functions, depending upon the specific purposes of the individual elements and components described in this budget, is an aspect of State administration within the Department of Education.

The department's programs are the following:

I. Instruction
II. Instructional Support
III. Special Programs
IV. Department Management and Special Services
V. Library Services
VI. Legislative Mandates

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Major Education Programs

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SUMMARY OF PROGRAM REQUIREMENTS	*1978–79*	*1979–80*	*1980–81*
I. Instruction	$5,642,689,909	$6,853,005,379	$7,356,144,100
II. Instructional Support	67,225,618	97,467,340	72,482,246
III. Special Programs	481,681,874	613,513,206	599,039,168
IV. Department Management and Special Services	9,976,426	10,504,311	11,426,526
V. Library Services	14,416,071	16,817,775	17,073,457
VI. Legislative Mandates	198,358	8,024,231	41,263,470
TOTALS, PROGRAMS	$6,216,188,256	$7,599,332,242	$8,097,428,967
Reimbursements	*−63,747,292*	*−73,590,706*	*−72,426,681*
NET TOTALS, PROGRAMS	$6,152,440,964	$7,525,741,536	$8,025,002,286
General Fund	*5,447,213,909*	*6,642,603,960*	*7,143,869,763*
California Environmental Protection Program Fund	*328,702*	*482,797*	*500,000*
State School Fund	*17,718,026*	*22,081,340*	*23,665,000*
Instructional Materials Fund	*4,750,994*	*27,444,131*	–
Surplus Educational Property Revolving Fund	*10,101,518*	*29,322,185*	*33,880,311*
State School Building Aid Fund	*176,788*	*204,839*	*209,584*
Student Tuition Recovery Fund	–	*112,508*	*221,608*
Federal funds	*672,151,027*	*803,489,776*	*822,656,020*
Personnel years	2,534.9	2,763.7	2,824.9

Display 6

EXCERPT FROM 1981 GUIDE TO DEPARTMENT OF EDUCATION PROGRAMS

PROGRAM	AUTHORIZING LEGISLATION	WHO MAY APPLY	CONTACT
111. **Community Education Program (13.563 or 84.081).** To provide projects and training that address the community's needs, interests, and problems by devising solutions to these concerns.	Education Amendments of 1978, Community Schools and Comprehensive Community Education Act, Title VIII, P.L. 95-561	State and local education agencies, postsecondary schools, public and private nonprofit organizations	Community Education Program, Office of Vocational and Adult Education 245-0691
112. **Correction Education (Cat. No. not yet assigned).** To support demonstration projects relating to the academic and vocational education of antisocial, aggressive, or delinquent persons, including juveniles, youth offenders, and adult criminal offenders.	Elementary and Secondary Education Act of 1965, as amended, Title II (Special Projects), Part J	State and local education agencies, postsecondary schools, public and private nonprofit organizations	Office of Vocational and Adult Education 245-8166
113. **National Adult Education Development and Dissemination Program and Planning Grants (84.118).** To assist development, demonstration, and dissemination projects contributing toward the adult education program. Also, planning grants are authorized to assist state education agencies to expand systems for delivery of adult education services.	Adult Education Act, P.L. 91-230, as amended by P.L. 95-561, Sec. 309	For planning grants: only state education agencies. For all other projects: public and private nonprofit organizations	Office of Vocational and Adult Education 245-2278
114. **Vocational Education—Basic Grants to States (13.493 or 84.048).** To assist states to improve planning for vocational education and manpower training; to maintain, extend, and improve vocational education programs; to develop programs in new occupations; and to provide part-time employment for disadvantaged vocational education students enrolled full-time.	Vocational Education Act of 1963, as amended by P.L. 94-482, Part A, Subpart 2, Sec. 120	Local education agencies, postsecondary schools, public and private nonprofit organizations (All must apply to state vocational education agencies.)	Office of Vocational and Adult Education, Division of State Vocational Program Operations 472-3440
115. **Vocational Education—Leadership Development Awards Program (13.503 or 84.054).** To assist in meeting needs of all states for qualified vocational education leadership personnel.	Vocational Education Act of 1963, as amended by P.L. 94-482, Part B, Subpart 2, Sec. 172	For program approval: postsecondary schools; for fellowship awards: eligible individuals	Office of Vocational and Adult Education, Division of Research and Demonstration 245-9793
116. **Vocational Education Programs for the Disadvantaged (13.499 and 84.052).** To provide vocational education programs for disadvantaged persons in areas with high concentrations of youth unemployment and school dropouts.	Vocational Education Act of 1963, as amended by P.L. 94-482, Part A, Subpart 4, Sec. 140	Local education agencies, postsecondary schools, public and private nonprofit organizations (All must apply to state vocational education agencies.)	Office of Vocational and Adult Education, Division of State Vocational Program Operations 472-3440
117. **Vocational Education—Program Improvement Projects (13.498 and 84.051).** To provide support for (1) a National Center for Research in Vocational Education and (2) projects for research, curriculum development, demonstration, and guidance and counseling services in vocational education.	Vocational Education Act of 1963, as amended by P.L. 94-482, Title I, Part B, Subpart 2, Sec. 171	Public and private nonprofit organizations, individuals; for contracts only, profit-making organizations	Office of Vocational and Adult Education, Division of Research and Demonstration 245-2617
118. **Vocational Education—Program Improvement and Support Services (13.495 or 84.050).** To assist the states in improving their programs of vocational education by supporting research, curriculum development, exemplary projects, personnel development, sex equity, and guidance.	Vocational Education Amendments of 1963, as amended by P.L. 94-482, Part A, Subpart 3, Secs. 130-136	Individuals and organizations must apply to state vocational education agencies	Office of Vocational Education, Division of State Vocational Program Operations 472-3440
119. **Vocational Education Program for Indian Tribes and Indian Organizations (13.588 or 84.101).** To grant awards to Indian tribes and tribal organizations to plan, conduct, and administer programs or portions of programs authorized by and consistent with the Vocational Education Act.	Vocational Education Act of 1963, Part A, as amended by P.L. 94-482, Part A, Subpart 1, Sec. 103	Indian tribal organizations or tribes which have contracted with the Secretary of the Interior for administering programs under the Indian Self-Determination and Education Act of 1975	Office of Vocational and Adult Education, Division of Research and Demonstration 245-2614

Display 7

SOME STATE EDUCATION PROGRAMS OF POTENTIAL USE TO PLANNING TEAM

Name of Program	Purpose	Authorizing Legislation
1. Adult Education: Grants to States	To expand educational opportunities by encouraging the establishment of programs in adult public education to the level of completion of high school and making available the means to secure training that will enable students to become more productive and responsible citizens.	Public Law 91-230 as amended by Public Law 93-380 and Public Law 95-561.
2. Advanced Placement	To encourage and advise school districts in the development of advanced placement education for the high-achieving high school student.	Education Code Section 6421 and following.
3. American Indian Early Childhood Education	To improve educational accomplishments of American Indian pupils in rural areas in California through not more than ten pilot projects designed to develop and test educational models that increase competence in reading and mathematics.	A.B. 1544 (Chapter 1052, Statutes 1972) and S.B. 2264 (Chapter 1425, Statutes 1974).
4. American Indian Education Act	To improve cultural awareness and academic achievement of the American Indian student.	Public Law 92-318, Title IV, Part A.
5. American Indian Education Centers	To improve the academic achievement and self-concept of American Indian students, and to provide other community services through the establishment of American Indian education centers.	S.B. 2264 (Chapter 1425, Statutes 1974).
6. Career Education	To design and implement a program of curriculum reform that will enable all students to develop positive attitudes about self and others, make sound decisions regarding alternative and changing careers, acquire skills for entry-level employment, and pursue a life-style which provides self-fulfillment and a contribution to society. Students of different ethnic origin, sex, and socioeconomic status will be provided equal opportunities for successful achievement of these goals.	Education Code Section 51004.

Name of Program	Purpose	Authorizing Legislation
7. Career Guidance--Pupil Personnel Services	To improve career guidance inservice training materials and activities.	Education Code Section 7467 and following; Vocational Education Amendments of 1984 and Public Law 95-561.
8. Continuation Education	To provide consultant services to school district continuation education programs and to monitor them, to approve necessary small high schools, and to grant exemptions from continuation education requirements.	Education Code sections 53, 48430, 48438, 48200, 48400, 48402, and 41711.
9. Education for All Handicapped Children Act--1975 (Public Law 94-142)	To initiate, expand, or improve programs and projects designed to serve special educational and related needs of handicapped children. Priority is given to providing services to the unserved and the severely handicapped. Fifty percent of the state allocation in 1977-78 and 75 percent thereafter is apportioned to school districts upon approval of an application.	Public Law 89-10 as amended by Public Law 93-380 and Public Law 94-142, Title VI, Part B.
10. Educational Innovation and Support (Public Law 93-380, Title IV-C)	To fund projects designed to demonstrate innovation and change in educational programming.	Public Law 89-10 as amended by Public Law 93-380, Title IV-C; Public Law 95-561, Title IV-C; Education Code sections 33502-33522.
11. Gifted and Talented Education	To encourage school districts to establish and improve educational programs for children in the upper 2 percent in the category of general mental ability.	Education Code sections 52200-52208; California Administrative Code, Title 5, Education, sections 3800-3861.
12. Improvement of Pupil Personnel Services	To improve guidance, school psychology, and school work programs and to assist local districts in developing guidance projects under ESEA, Titles III and IV-B.	Public Law 89-10 as amended by Public Law 93-380, and Public Law 95-561.

Name of Program	Purpose	Authorizing Legislation
13. Regional Occupational Centers or Programs	To provide qualified students with an opportunity to attend a technical school or enroll in a vocational or technical training program regardless of the geographical location of their residence in a county or region.	Education Code sections 52300-52330.
14. School Improvement Programs (A.B. 65)	To restructure elementary, intermediate and secondary education in California to ensure that all schools can respond in a timely and effective manner to the education, personal, and career needs of every pupil.	Education Code sections 52000-52049.5.
15. State Facilitator-National Diffusion Network National Exemplary Programs Service	To provide information to local schools and school systems about successful education programs and to put interested schools in touch with developers of these programs in order to match local needs with effective solutions.	U.S. Office of Education, General Education Provisions Act, Section 422a.
16. Vocational Education	To assist local educational agencies to (1) extend, improve, and, where necessary, maintain existing programs of vocational education; (2) develop new programs of vocational education; (3) develop and carry out such programs of vocational education so as to overcome sex discrimination and sex stereotyping in vocational education programs of homemaking) and thereby furnish equal educational opportunities in vocational training on a full-time basis.	Vocational Education Amendments of 1984, Public Law 98-524 and Public Law 95-40.

Source: *California Public School Directory*. Sacramento: California State Department of Education.

17. The team became aware of two **consolidated applications** for state educational funds. The first was the *District Consolidated Application for Funds for Educational Programs*, which consolidated ten different legislatively authorized and funded programs. These included the state School Improvement Program, state Miller-Unruh (reading) Program, federal Economic Impact Program, four federal Elementary and Secondary Education (ESEA) programs, state Staff Development Program, and state Indian Education Program.

The second was the *Combined Application for Vocational Education Act (VEA) Funds (Secondary Only)*, which consolidated programs authorized under State Grants, Subparts 2, 3, 4, and 5 of the Vocational Education Act.

18. The team learned that both application processes were based on what was previously written in **local plans**. While it was too late for team members to have input into the plans this year, they sat down with the directors of the programs involved in these consolidated applications and discussed strategies for implementing some of the ideas as part of what the directors had **already submitted** in their plans and applications for this year. They also made sure they were on the contact list for developing the next year's planning documents.

19. They then established similar contacts in **community-based government offices** of rehabilitation, employment development, social services, health, and others. They asked each organization how their proposed program's goals could mesh with or supplement each agency's goals and activities. They also asked if, when, and how the organizations funded projects or **segments** of projects. They were glad that they had modularized their plan, since it could be presented in sections, with the selling point of each sponsor being able to "own" a complete part.

The possibility for **direct financial support** from these organizations was out of the question, at least for this year. However, every director they met was willing to provide some indirect or "in-kind" support. **In-kind assistance** is personnel, time, space, or materials from persons or programs financed by other sources, such as general operating funds. For example, the Employment Development Department agreed to assign a youth employment counselor (paid for by the department's regular operating funds) to the participating high school for one-half day per week. The JTPA coordinator made arrangements for summer jobs for some clients served by the program.

20. They began organizing their efforts to respond to funding notices. A committee of the team met once a week to discuss the opportunities they had discovered and to revise their "packages" where necessary. They finally decided to work on their first proposal, which was to go to the State Chancellor's Office, California Community Colleges.

21. The team wrote the proposal in response to a request for a **model community-based career needs assessment**. The funds for the project were provided to the Chancellor's Office as a **state allocation** authorized by Title II, Vocational Education, of the Education Amendments of 1976. Team members followed steps outlined in the RFP and referred to module CG B-2 *Write Proposals*, for suggestions. After much hard work, they submitted the proposal and were successful in obtaining a $4,500 grant!

22. Building on this first success, they pursued other funding possibilities--**additional in-kind public support** plus **private funding** from business corporations, churches, and even private citizens. A pastor from one of the churches donated a hall one evening a week for guidance workshops and career guidance groups. The only stipulation was that church members be allowed to participate in some of the activities. A women's group organized a cadre of peer counselors and tutors for the women clients to be served by the comprehensive career guidance program. A federally funded women's project supported some staff development workshops. The local university provided work-study students and graduate interns. A foundation agreed to fund the development of nonstereotyped career counseling materials.

The Job Training Partnership Act (JTPA) office funded summer jobs for clients. The local director agreed to accept some of the clients into a training program.

Display 8 on the next two pages illustrates what the team accomplished after just nine months of searching for legislative provisions and other resources. Notice that at least seven federal laws and four state laws provided support (i.e., indicated by the boxes that are numbered).

Thus concludes this brief look at how one state has made use of federal and state guidance-related legislation. An attempt was made to illustrate the richness and diversity of legislative provisions as they flow through federal and state agencies and are shaped into programs and services for the people of that state.

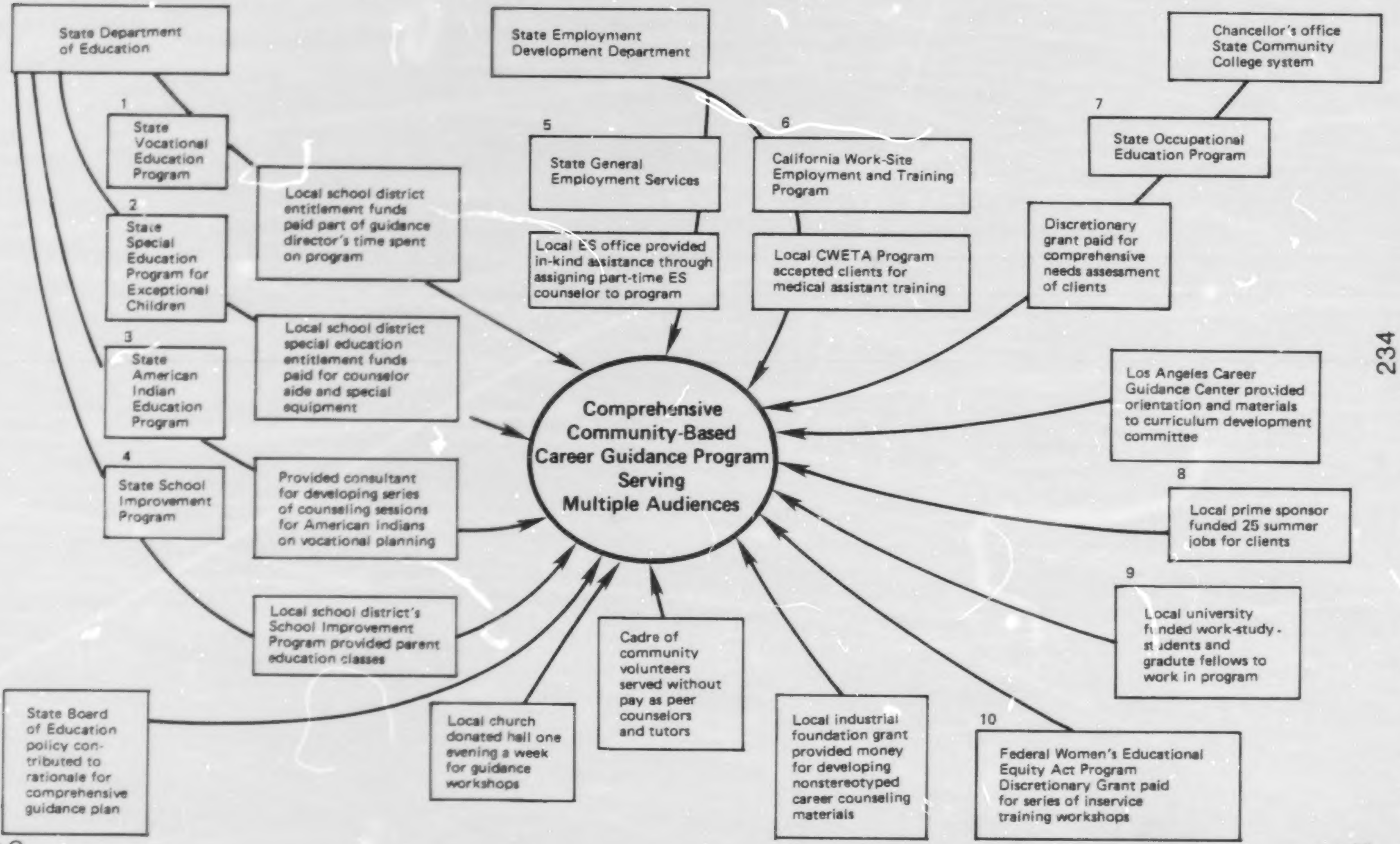
No two states will look exactly the same in terms of the legislative resources that are available. Yet, with determination and luck, innovative guidance leaders in every state should be able to find resources for almost every aspect of their comprehensive, community-based career guidance programs.

Key: Legislation Utilized

1. Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-524)
2. Education for All Handicapped Children Act of 1975 (P.L. 94-142)
3. Native American Indian Education Program (AB 1544, Chapter 1052, State Statutes of 1977)
4. State School Improvement Program (AB 65, Chapter 894, State Statutes of 1977)
5. Wagner-Peyser Act (P.L. 30)
6. California Work-Site Employment and Training Program (Chapter 1181, Statutes of 1979)
7. Job Training Partnership Act of 1982 (P.L. 97-300)
8. Higher Education Amendments of 2980 (P.L. 96-374)
9. Women's Educational Equity Act Amendments of 1978 (Title IX, Part C of P.L. 95-561)

Display 8

LEGISLATIVE (AND OTHER) RESOURCES UTILIZED BY GUIDANCE PLANNING TEAM


State Department of Education
1
State Vocational Education Program
Local school district entitlement funds paid part of guidance director's time spent on program
2
State Special Education Program for Exceptional Children
Local school district special education entitlement funds paid for counselor aide and special equipment
3
State American Indian Education Program
Provided consultant for developing series of counseling sessions for American Indians on vocational planning
4
State School Improvement Program
Local school district's School Improvement Program provided parent education classes
State Board of Education policy contributed to rationale for comprehensive guidance plan
State Employment Development Department
5
State General Employment Services
Local ES office provided in-kind assistance through assigning part-time ES counselor to program
6
California Work-Site Employment and Training Program
Local CWETA Program accepted clients for medical assistant training
Chancellor's office State Community College system
7
State Occupational Education Program
Discretionary grant paid for comprehensive needs assessment of clients
Los Angeles Career Guidance Center provided orientation and materials to curriculum development committee
8
Local prime sponsor funded 25 summer jobs for clients
9
Local university funded work-study students and gradute fellows to work in program
10
Federal Women's Educational Equity Act Program Discretionary Grant paid for series of inservice training workshops
Local industrial foundation grant provided money for developing nonstereotyped career counseling materials
Cadre of community volunteers served without pay as peer counselors and tutors
Local church donated hall one evening a week for guidance workshops
Comprehensive Community-Based Career Guidance Program Serving Multiple Audiences

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NOTES

APPENDIX 4

LEGISLATIVE/POLITICAL ACTION PERFORMANCE CONTRACT

Introduction

You have participated in a workshop on legislative/political action. The principal goal of your participation has been to sharpen your skills in the initiation, influence, and utilization of legislation (federal and state) affecting your work and the persons you serve or are otherwise interested in.

The essential ingredient of your eventual effectiveness in the legislative/political arena will be your commitment to ACTION and FOLLOW-UP activities. To assist you in taking some initial steps toward involvement, we hope you will perform certain tasks as a follow-up to this workshop. We suggest you make an action plan now. With it in hand, you should find it easier--and even satisfying--to achieve success in your legislative/political efforts.

Contract

Name ______________________________ Today's Date ______________

As a result of having participated in this workshop, I agree to carry out the following activities within the indicated time periods **and** I further agree to provide my workshop leader with a written report of my accomplishments, such a report to be forwarded within seven (7) days following completion of all of the tasks:

1. Within 14 days of this workshop, I will identify the name and telephone number of and visit my U.S. Representative's Home Secretary to learn of the Congressperson's stance on pending Federal legislation of conern to counseling and guidance.

Home Secretary's Name ____________________ Address ____________________

Telephone Number ____________________ ____________________

2. As a result of this visit (#1), within an additional 7 days I will write a letter to the Congressperson stating my support or concern for what I have learned about his/her views. If appropriate, I will send a carbon copy to the office of Government relations at either AACD or AVA.

3. Within 10 days after the above activity, I will learn the name, address, and telephone number of my state's AACD Government Liaison Worker. Then, I will contact him/her to mention my interest in legislation activity.

Name ____________________ Address ____________________

Telephone Number ____________________ ____________________

4. Within another ten days, I will learn the name and office address of the following individuals:

    4.1 My State Representative ______________________________

    Office Address ______________________________

4.2 My State Senator ______________________________

Office Address ______________________________

4.3 The Chairperson of my state's House and Senate Education (or Labor) Committees

House ______________________________

Senate ______________________________

4.4 My U.S. Senators

Senior ______________________________

Junior ______________________________

5. Within a month of completing the above activity, I will write a letter to my State Representative and Senator about an issue in counseling and guidance and will state my position on it and request his/her position on it.

6. Within two months of the above activity, I will visit a State House or Senate Committee Hearing. I will register my position on the issues under consideration if they relate to counseling and guidance.

Note: The questions/tasks can be modified or supplemented with others depending upon the goals and general focus of associated learning experiences. This is especially appropriate, for example, if the learning experience centers more on the use of legislation than on influencing the shaping of legislative provisions.

______________________________ ______________________________

Your Name/Signature Date

____

Workshop Facilitator's Signature

APPENDIX 5

BILL WRITING ACTIVITY

Instructions for Each Work Group:

Each group must draft a piece of legislation, federal or state, on one career guidance-related topic such as the following:

Juvenile Delinquency
Youth Unemployment
Career Education
Elementary School Guidance and Counseling
Counseling the Aging
Education of the Handicapped
Vocational Education

Each bill should contain the following elements:

1. Bill number: H.R. ____, S. ____, H.B. ____, S.B. ____
2. Author, co-sponsors and date of introduction
3. Name of bill
4. At least three titles (major parts) with several sections in each title (part).

Attention and grouping of the three titles should cover as many of the following points as necessary:

1. Purposes of the bill
2. Definitions of terms
3. Responsible agency to implement and administer provisions of bill--federal, state, or local
4. Program thrusts to be provided
5. Provisions for demonstration and research thrusts
6. Sums to be authorized and duration of bill
7. Reports and record keeping which will be required
8. Delivery system
9. Provisions for training and/or retraining of personnel

Questions for Small Group Discussion:

1. How will we organize to write a bill? Ideas, inclusion, topics?
2. What will be the topic?

3. How many titles and sections?

4. What elements will we include? Training, programs, projects?

5. Will it be a state or national bill?

6. What populations will it affect?

7. Who will deliver services? Schools, community agencies, state agencies, university? Combinations?

8. If federal, what national department will deliver service? Education? Labor?

9. How much money will be authorized for each section?

10. How shall responsibilities be divided in drafting the bill?

11. What resources are needed?

12. Which bills or public laws should we take for models?

Adapted from "Bill Writing Activity," by P. J. McDonaugh in *Government Liaison Worker Handbook*, Heddesheimer and Erpenbach, 1979.

APPENDIX 6

COUNSELING AND GUIDANCE PROGRAM COMPONENTS

An analysis of 16 federal laws impacting on the counseling and guidance profession in diversified settings is presented in Appendix 1. In Appendix 2, these laws are suggested for further analysis in terms of specific program components, functional competency areas, populations served, and guidance personnel affected. The information is presented in a matrix format organized by program components and functional competency areas with public laws listed on the vertical dimension and target populations served and guidance personnel affected listed on the horizontal dimension. In order to help the reader desiring to locate specific aspects of various laws, references to the legislative provisions are made in the matrix cells by (1) section number, (2) part, or (3) subpart. The matrices represent a summarization of data provided by each of the contributors to Appendix 2.

The use of this matrix format allows for quick identification of specific sections of federal legislation affecting the practice of guidance and personnel services in various specialty areas. School counselors or persons working with noninstitutionalized offenders, for example, can review the matrix for provisions of various laws to support and enhance their work in selected programmatic and functional areas.

Five key programmatic components have been identified. These include: (1) Planning, (2) Supporting, (3) Implementing, (4) Operating, and (5) Evaluating. Listed under each of these components are primary competency areas considered to be needed by guidance and personnel specialists in the delivery of various program thrusts. In all, 34 competency areas were identified, placed within the 5 program components and used in this particular phase of legislative provisions analysis.

To assist in further understanding the various competency areas, brief definitions or clarifying statements are presented below. The number, where listed, preceding each statement refers to the specific competency area used in the matrix.

Category A: Planning

1. Identify and Plan for Guidance Program Change
2. Organize Guidance Program Development Team
3. Collaborate with the Community
4. Establish a Career Development Theory
5. Build a Guidance Program Planning Model
6. Determine Client and Environment Needs

Category B: Supporting

7. Influence Legislation
8. Write Proposals

9. Improve Public Relations and Community Involvement
10. Conduct Staff Development Activities
11. Use and Comply with Administrative Mechanisms

Category C: Implementing

12. Counsel Individuals and Groups
13. Tutor Clients
14. Conduct Computerized Guidance
15. Infuse Curriculum-Based Guidance
16. Coordinate Career Resource Centers
17. Promote Home-Based Guidance
18. Develop a Work Experience Program
19. Provide for Employability Skill Development
20. Provide for the Basic Skills
21. Conduct Placement and Referral Activities
22. Facilitate Follow-Through and Follow-Up
23. Create and Use an Individual Career Development Plan
24. Provide Career Guidance to Girls and Women
25. Enhance Understanding of Individuals with Disabilities
26. Help Ethnic Minorities with Career Guidance
27. Meet Guidance Needs of Older Adults
28. Promote Equity and Client Advocacy
29. Assist Clients with Equity Rights and Responsibilities
30. Develop Ethical and Legal Standards

Category D: Operating

31. Ensure Program Operations
32. Aid Professional Growth

Category E: Evaluating

33. Evaluate Guidance Activities
34. Communicate and Use Evaluation-Based Decisions

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APPENDIX 7

SAMPLE COPY OF A FEDERAL LAW/BILL H.R. 17575

93d CONGRESS
2d Session

H. R. 17575

IN THE HOUSE OF REPRESENTATIVES

December 5, 1974

Mr. Perkins (for himself and Mr. Quie) introduced the following bill; which was referred to the Committee on Education and Labor

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A BILL

To provide for career guidance and counseling plans and programs for States and local educational agencies.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Career Guidance and Counseling Act of 1975".

TITLE I—GENERAL PROVISIONS

STATEMENT OF FINDINGS AND PURPOSE

Sec. 101. (a) The Congress finds that—

(1) the strength of the Nation rests, in part, upon natural differences in individual talents and upon the freedom of each individual to develop and express these talents in a unique way.

I

(2) the theory underlying career development is consonant with this fundamental democratic value.

(3) preservation of the individual's integrity disavows any type of prescriptive guidance which commits the individual to particular directions.

(4) individuals, however, must be made aware of the values society places on different talents and the relative demands for these talents.

(5) the following factors, which impinge upon individuals in ways which make the achievement of self-fulfillment increasingly more difficult, demand that attention be paid to the career development of all individuals: (A) the need for knowledge of, and the ability to apply the decisionmaking process to, ever-increasing complex career decisions over the lifespan, (B) the demand for human adaptability and responsiveness arising from rapid technological change, (C) increasing national concern with the need to develop all human talent, including the talents of women and minorities, (D) concern for values, such as acceptance of the importance of all work and meeting one's needs through work, which give meaning to career development over the lifespan, (E) the need for specialized training for occupational entry, reentry, and career progression, and (F) the disenchantment expressed by students who have

difficulty relating their education to their present and future occupational concerns, and

(6) all individuals are entitled to support, encouragement, information and help in achieving self-fulfillment throughout their life.

(b) It is, therefore, the purpose of this Act to—

(1) improve and develop career guidance and counseling programs and services for all individuals of all ages in all communities of the Nation,

(2) promote an understanding of educational and occupational options among individuals served, and

(3) facilitate career development over the lifespan for all such individuals,

by means of meeting specific goals in the fields of guidance and counseling programs and services, training and retraining of professional guidance and counseling staff, and research and evaluation relating to guidance and counseling programs, staff, and services.

AUTHORIZATION OF APPROPRIATIONS

SEC. 102. (a) There are authorized to be appropriated for purposes of grants under section 211, $200,000,000 for the fiscal year ending June 30, 1976, $250,000,000 for the fiscal year ending September 30, 1977, and $300,000,000 for the fiscal year ending September 30, 1978.

(b) (1) There are authorized to be appropriated for purposes of contracts for preservice training of guidance personnel under section 221, $5,000,000 for the fiscal year ending June 30, 1976, $10,000,000 for the fiscal year ending September 30, 1977, and $15,000,000 for the fiscal year ending September 30, 1978.

(2) There are authorized to be appropriated for purposes of in-service training of guidance personnel under section 221, $10,000,000 for the fiscal year ending June 30, 1976, $15,000,000 for the fiscal year ending September 30, 1977, and $20,000,000 for the fiscal year ending September 30, 1978.

(c) There are authorized to be appropriated for each fiscal year for purposes of section 231 an amount not to exceed 15 per centum of the total sums appropriated under subsections (a), (b), (d), (e), (f), and (h) for such fiscal year.

(d) There are authorized to be appropriated for purposes of section 103 $150,000 for the fiscal year ending June 30, 1976, $200,000 for the fiscal year ending September 30, 1977, and $200,000 for the fiscal year ending September 30, 1978.

(e) There are authorized to be appropriated for purposes of section 104, $200,000 for the fiscal year ending June 30, 1976, $250,000 for the fiscal year ending September 30, 1977, and $250,000 for the fiscal year ending September 30, 1978.

(f) There are authorized to be appropriated for purposes of grants under section 202 such sums as may be necessary for each fiscal year.

(g) There are authorized to be appropriated for purposes of section 241 such sums as may be necessary for the fiscal year ending June 30, 1976, the fiscal year ending September 30, 1977, and the fiscal year ending September 30, 1978.

OFFICE OF CAREER GUIDANCE AND COUNSELING

SEC. 103. There is hereby established within the Bureau of Occupational and Adult Education an Office of Career Guidance and Counseling, which shall be responsible for administering this Act, to be headed by a Chief who shall report, through the Office of Career Education, to the head of the Bureau of Occupational and Adult Education, and to be staffed with such appropriate professional and other employees as may be required to carry out the purposes of this Act.

NATIONAL ADVISORY COUNCIL ON CAREER GUIDANCE; STUDY OF CAREER GUIDANCE PROGRAMS

SEC. 104. (a) There is hereby established a National Advisory Council on Career Guidance and Counseling (hereinafter referred to as the "Council") which shall be composed of fifteen members appointed by the President, for terms of not longer than three years, who shall be broadly representative of the guidance and counseling profession at large. The Council shall advise the Commissioner and the head of the Bureau of Occupational and Adult Education with respect to the administration of this Act, and shall carry out such other advisory functions as the Council deems appropriate, including the suggestion of policies and strategies to implement the career guidance concepts embodied in career education.

(b) The Council shall, with the assistance of the Commissioner and the head of the Bureau of Occupational and Adult Education, conduct a survey and assessment of the current status of career guidance programs, projects, and materials in the United States and report on such survey and assessment to the President and the Congress. Such report shall include the recommendations of the Council for new legislation designed to accomplish the policies and purposes set forth in this Act.

DEFINITIONS

SEC. 105. For purposes of this Act—

(1) The term "vocational education" means vocational or technical training or retraining which is given in schools or classes under public supervision and control or under contract with a State board or local educational agency.

(2) The term "career education" means the total effort of public education and the community aimed at helping all

individuals to become familiar with their personal value systems and to implement these values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

(3) The term "career development" means those aspects of the continuous unbroken flow of an individual's experience that are of relevance to such individual's choice, entry, and progress in educational and vocational pursuits.

(4) The term "guidance" means an organized effort of a school or agency which is an integral part of the total school program to help each individual develop to such individual's maximum potential.

(5) The term "career guidance" means the giving of information, experience, and advice to individuals with respect to choosing an occupation, preparing for it, entering it, and progressing in it.

(6) The term "counseling" means an interaction process which facilitates meaningful understanding of self and environment and results in the establishment or clarification of goals and values for future behavior.

(7) The term "career information service" means the organizational and delivery of occupational, educational, personal, and social information designed to provide individuals with a greater knowledge of all opportunities so that they may make better informed choices and decisions.

(8) The term "appraisal" means the collection, analysis, and use of a variety of objective and subjective personal, psychological, and social data about each individual for the purpose of better understanding such individual as well as assisting such individual to understand himself or herself.

(9) The term "placement" means the assistance given to individuals in the selection of an appropriate occupational or educational situation and the actions necessary to make the transition thereto.

(10) The term "counselor" means an individual (A) whose principal task includes helping those whom such individual serves to better understand themselves and their opportunities in order that those being helped can formulate plans, decisions, and concepts of self which hold potential for helping them lead a more satisfying and productive life, and to implement such decisions and plans, (B) whose work includes the counseling of individuals and groups, the collection, organization, analysis, and interpretation of information about individuals through records, tests, interviews, and professional sources, the identification, collection, evaluation, and delivery of relevant and accurate occupational and educational resources, the referral of individuals to appropriate helping agencies, involvement in research and follow-up activities to evaluate effectiveness of the guidance program and the total school offering, and (C) who has engaged in

specialized training resulting in the certification or licensure of such individual's preparation and experience by an agency of the State such as the State educational agency, the State department of social and welfare services, or the State department of rehabilitation services.

(11) The term "evaluation" means the making of systematic judgments of the relative effectiveness with which goals are attained in relation to specified standards.

(12) The term "followup" means the study of any group of students or former students of an institution who have shared common experiences to determine if patterns emerge in their subsequent actions or behavior which prove useful in understanding, counseling, and establishing policies with current students.

(13) The term "awareness" means those experiences which are introductory in nature and which deal with the development of attitudes, interests, and elementary understandings in relation to the individual in the process of learning about the world of work.

(14) The term "exploration" means a series of activities having the objective of including firsthand knowledge which move the individual from a general understanding of the world of work to more personal concentrated examination of career choice, characterized by a more deliberate

appraisal of such individual's aptitudes, interests, and emerging life goals.

(15) The term "transition" means a period in which the individual translates prior experience into a tentative career choice through use of the decisionmaking process whereby immediate and long-range educational and occupational goals can be examined and initiated.

(16) The term "realization" means the period of time encompassing the individual's work life space in which such individual's self identity, as expressed in a career choice, based on earlier established life goals and aspirations, is open to the interplay of such individual and his environment resulting in continuing reevaluation and decisionmaking in light of changes over the course of such individual's life.

(17) The term "Commissioner" means the Commissioner of Education.

(18) The term "State" includes, in addition to the several States, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, Guam, American Samoa, and the Trust Territory of the Pacific Islands.

(19) The term "State board" means a State board designated or created by State law as the sole State agency responsible for the administration of vocational education, or for supervision of the administration thereof by local educational agencies, in the State.

(20) The term "local educational agency" means a board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision in a State, or any other public educational institution or agency having administrative control and direction of a vocational education program or a career guidance and counseling program.

(21) The term "State educational agency" means the officer or agency primarily responsible for the State supervision of public schools.

(22) The term "institution of higher education" means such an institution as defined under section 1201 (a) of the Higher Education Act of 1965.

TITLE II—CAREER GUIDANCE AND COUNSELING PROGRAMS

PART A—ADMINISTRATIVE REQUIREMENTS AND GRANTS

STATE PLAN FOR CAREER GUIDANCE AND COUNSELING PROGRAMS

SEC. 201. Each State which desires to receive a grant under section 211 shall submit through its State educational agency to the Commissioner for approval, through the Office of Career Guidance and Counseling (as established in section 103), a State plan for career guidance and counseling programs at such time and containing such information as the Commissioner, through the Office of Career Guidance and Counseling (as established in section 103), may require. Such plan shall include—

(1) a description of the administrative arrangements, facilities, materials, personnel, general program activities, and methods of distribution of funds which will be employed in carrying out such programs,

(2) assurances that funds received from grants under section 211 will be distributed only to local educational agencies which submit to the State educational agency, in consultation with appropriate prime sponsors under the Comprehensive Employment and Training Act of 1973, plans for career guidance and counseling programs, which shall include the purposes of such programs, and a description of the personnel, facilities, involvement of agencies, business and industry in the community, and methods of distribution of funds which will be employed in carrying out such programs,

(3) the establishment of a State advisory committee on career guidance and counseling which shall be representative of the entire State and shall include representatives from the community at large, including students, parents, members of business and industry, practicing counselors, guidance directors, and administrators,

and which will advise on general administrative policy, and procedure, provide direction in grant utilization, assist in review of local educational agency plans, and assist in developing evaluative procedures,

(4) assurances that funds received from grants under section 211 will be distributed only to local educational agencies which establish advisory committees on career guidance and counseling which include representatives from the community at large, including students, parents, members of business and industry, practicing counselors, guidance directors, and administrators, and which advise the local educational agency on goals for the program, needs of the people served by such agency, administrative policy and procedures, resources within the area served by such agency, and review of local plans, and assist such agency in implementing evaluative procedures,

(5) the establishment of one administrative position within the State educational agency which shall be responsible, in cooperation with any administrative unit within such agency dealing with vocational education, for a statewide organization to carry out the purposes of this Act, including management of funds, local educational plans review, liaison between Federal Government and local educational administrations or other com-

munity agencies involved in the receipt of funds under this Act,

(6) the establishment of positions for consultants within the State educational agency, in order to provide professional leadership and expertise for full implementation of the purposes of this Act, who shall be involved in preservice and inservice activities, funds administration, identifying materials and equipment, aiding with needs assessment and survey, and methods for evaluation of programs,

(7) development of a system of programs needs assessment which will be conducted on an annual basis and an evaluation of all activities and functions related to utilization of funds under this Act on an annual basis, and

(8) assurances that funds received from grants under section 211 shall be distributed only to local educational agencies which designate a guidance and counseling coordinator of career development who shall be the contact individual for the State educational agency and who is a practicing counselor or guidance specialist.

GRANTS FOR STATE AND LOCAL ADMINISTRATION

SEC. 202. (a) The Commissioner, through the Office of Career Guidance and Counseling (as established in section 103), may make a grant for any fiscal year to any State receiving a grant under section 211 for such fiscal year in an amount not to exceed 5 per centum of such grant, or $500,000, whichever is lesser, for purposes of assisting such State to meet costs attributable to the State administration of programs assisted under this Act.

(b) The Commissioner, through the Office of Career Guidance and Counseling (as established in section 103), may make a grant for any fiscal year to any State advisory committee on career guidance and counseling in any State receiving a grant under section 211 for such fiscal year in an amount not to exceed 1 per centum of such grant, or $100,000 whichever is lesser, for purposes of assisting such advisory committee to carry out the functions described in section 201 (3).

(c) The Commissioner, through the Office of Career Guidance and Counseling (as established in section 103), may make a grant for any fiscal year to any local educational agency receiving funds under section 211 from a State educational agency for such fiscal year in an amount not to exceed 1 per centum of the amount of such funds, or $25,000, whichever is lesser, for purposes of assisting the advisory committee on career guidance and counseling established by such agency to carry out the functions described in section 201 (4).

PART B—STATE CAREER DEVELOPMENT GUIDANCE AND COUNSELING PROGRAMS

AUTHORIZATION AND USES OF GRANTS

SEC. 211. (a) From the sums appropriated under section 102(a), the Commissioner, through the Office of Career Guidance and Counseling (as established in section 103), shall make grants to States having approved plans under section 201 for distribution to local educational agencies on the basis of statewide needs and priorities, for career development guidance and counseling programs and services.

(b) Grants under this section may be used, in accordance with State plans approved under section 201, for the following purposes:

(1) improvement and development of professional career guidance and counseling programs and services;

(2) promotion of career development over the lifespan for all individuals;

(3) promotion of a greater understanding of educational and occupational options;

(4) providing for self and career awareness and exploration;

(5) providing career counseling for all youth and adults;

(6) providing for training in career decision-making;

(7) improvement and expansion of information available on educational and career opportunities;

(8) providing for educational and career placement;

(9) providing career followup and followthrough;

(10) serving the special counseling needs of second careerists, individuals entering the job market late in life, the handicapped, individuals from economically depressed communities, and early retirees;

(11) identification and promotion of exemplary programs which infuse career education into curriculums;

(12) establishment of career resource centers in communities for out-of-school individuals;

(13) providing supportive media equipment and materials;

(14) providing professional, trained counselors for assignment in overall career guidance program coordination and leadership fenctions in local, State, and Federal career education activities;

(15) providing adequate leadership staff for career guidance implementation at Federal, State, and local levels; and

(16) providing for the services of paraprofessional career assistants.

(c) A grant to a State under this section shall be in an amount which bears the same ratio to the total amount of the sums appropriated under section 102(a) as the population of such State bears to the total population of all the States receiving grants under this section.

STATE PROGRAM REQUIREMENTS

SEC. 212. No grant to a State under section 211 shall be made unless the Commissioner, through the Office of Career Guidance and Counseling (as established in section 103), determines that—

(1) career development guidance and counseling programs and services are developmental and continuous, as evidenced by a program beginning in the elementary school, continuing through high school and available for out-of-school individuals on an as needed basis, and are coordinated with all other components of such programs and services and based on a comprehensive needs assessment of the total community in the context of State and national needs,

(2) there is a written statement of objectives by sponsoring local educational agencies within such State developed through counselor involvement with students, parents, teachers, administrators, and other members of the community identifying the goals of the career devel-

opment guidance and counseling program as it relates to the needs of the students, school, and community,

(3) the basic program of career development guidance and counseling includes counseling, consulting and coordinating services, orientation, information, appraisal, placement, referral, research, and followup activities,

(4) there is evidence that the career development guidance and counseling program is on-going and is systematically planned, implemented, and evaluated on an annual basis,

(5) such program facilitates the student's career development phases of awareness, orientation, exploration, planning, preparation, decisionmaking, training, career entry, and career growth, and

(6) each local educational agency coordinates its plan with community groups such as the United States Employment Service, vocational rehabilitation services, community mental health agencies, and other community resources, in order to provide assistance to all citizens of the community including, but not limited to, early school leavers, second careerists, those entering or reentering the job market late in life, the handicapped, those from economically depressed communities, and the early retirees, and establishes a community-based

career resource center within such local educational agency which will provide up-to-date occupational, vocational, and educational information and career counseling for any citizen in need of this service.

PART C—GUIDANCE PERSONNEL TRAINING

AUTHORIZATION AND USES OF GRANTS

SEC. 221. (a) From the sums appropriated under section 102(b), the Commissioner, through the Office of Career Guidance and Counseling (as established in section 103), shall carry out a program of contracting with institutions of higher education for purposes of providing needed training and retraining of guidance personnel. Such program shall be based on the results of a comprehensive needs assessment, which shall include analysis of geography, economics, and local employment trends, within communities served by local educational agencies, and shall serve the following purposes:

(1) upgrading counselor training programs through inservice for counselor educators;

(2) providing opportunities for the establishment and development of short-term and long-term preservice and inservice training for guidance and counseling personnel so that those vitally needed vocational, occupational, and career guidance concepts for serving a totality of clients may be engendered; and

(3) providing training programs for paraprofessionals to aid professionals working in career development counseling.

(b) For purposes of this part, the term "guidance personnel" includes—

(1) professionals, including counselors who meet educational certification requirements, administrators, and other professional school personnel who work directly with the programs or students involved in the program, and counselors in related settings such as community agencies, United States Employment Services, rehabilitation settings, career resource centers, community colleges, four-year colleges, and universities,

(2) paraprofessionals, including personnel with special or specific training to perform limited guidance-related tasks such as project advisers, career-information specialists, counselor assistants, community aides, and employment specialists, and

(3) support personnel, including secretaries, clerical aides, technicians, and peer counselors.

TRAINING REQUIREMENTS

SEC. 222. No contract under section 221 within an institution of higher education for training guidance personnel shall be entered into by the Commissioner unless the Commissioner through the Office of Career Guidance and Counseling (as established in section 103), determines that such training program—

(1) will develop an understanding and ability to implement the concept of career development and a guidance point of view through a variety of competency based experiences for students in training to become counselors, teachers, administrators, psychologists, social workers, and others professionally trained in the helping professions, which shall be integrated throughout the training curriculums and shall be extended to the training of trainers of personnel in each of these fields,

(2) will, in the training of paraprofessionals and support personnel, include appropriate levels of training in the implementation strategies for career guidance programs,

(3) include elements of design and implementation strategies for integrating experiences for the development of competencies in guidance personnel throughout the curriculum for the training of such personnel, and for providing such experiences for the training of guidance personnel to enter all levels of the educational system and agencies providing guidance and counseling services,

(4) includes in the selection process for potential counselors and other guidance personnel strategies and

approaches for identifying persons with the potential for skill development,

(5) provides for the development of counselor skill in the management and leadership of the guidance services which extend beyond the counseling service,

(6) is characterized by a philosphy which permeates the entire training curriculum and training staff so as to bring about an understanding of and a commitment to the need for career development and career guidance at all levels of the educational system and related agencies,

(7) provides for exposure and experience of the person in training to a multiplicity of occupational areas, career guidance and career development theories and practices, and systems for the delivery of a comprehensive guidance program to meet the identified needs of the various publics,

(8) gives evidence that a variety of participatory and experimental activities takes place through such planned, coordinated, and supervised experiences as practitioner, internship, field placement, and other continuing and indepth opportunities for the discovery and practice of skills, techniques, and approaches in career development and career guidance,

(9) assures greater program quality, consistency, and sequence, by providing that the professional personnel, who are to be trained to assume the responsibility for overall coordination and implementation of career guidance programs, must demonstrate certain competencies to stand the test of evaluation through competency-based performances which include, but are not necessarily limited to (A) the counselor and career guidance personnel as a facilitator or agent for change; (B) personal and professional leadership qualities and abilities; (C) management (organization and administration) of a career guidance program, comprehensive in nature; (D) consultative skills with teachers, staff, parents, community persons, and others; and (E) placement skills,

(10) provides that the counselor, other career guidance personnel, and differentiated staff persons who are assigned responsibilities in a career guidance program must demonstrate (A) a thorough understanding of career development theory and research and of group process, human relations, and consultative skills; (B) a knowledge of curriculum and how curriculum is developed; (C) an understanding of the relationship among values, goals, choices, and information in decisionmaking; (E) a knowledge of the history of work and its

changing meanings; (F) an understanding of the changing nature of manpower, woman power, and economic outlooks; and (G) familiarity with various strategies and resources for facilitating career development including the utilization of the school, the community, and the home, and

(11) gives evidence that educators in such institution of higher education who are responsible for training guidance personnel shall include a consortia of outside resource persons in the planning and delivery of learning experiences for developing competencies in career development and career guidance which includes but is not necessarily limited to (A) State educational agency consultants; (B) local educational agency personnel, including counselors; (C) leaders of the appropriate national, regional, State, or local professional associations in guidance and counseling and career development; (D) leaders in business, industry, labor, government, and the community-at-large; (E) parents of school-age children; and (F) students training to become guidance and counseling specialists and specialists in other related fields.

RETRAINING REQUIREMENTS

SEC. 223. No contract under section 221 with an institution of higher education for retraining of professionals (including counselor educators, school counselors, employment counselors counselors in alternative schools, private business counselors, and counselors in institutions of higher education) already working in the field of guidance and counseling who are not specifically involved in careers development guidance and counseling shall be entered into by the Commissioner unless the Commissioner, through the Office of Career Guidance and Counseling (as established in section 103), determines that such retraining program—

(1) is an organized, coordinated, planned program of retraining which is systematized and localized to meet the unique needs of the counselor in retraining.

(2) employs the concept of an interdisciplinary team and multiagency or institution consortium to assess the needs and evaluate the program of career guidance and the guidance and counseling staff based upon the perceptions of clients, counselors, school or agency staff and administration, community members, including representatives of business, industry, labor, government, and parents, the professional association at the local, State, regional, or national level, and the counselor training institution and other appropriate agencies,

(3) is based upon the need assessment for the locality made by the team described in clause (2) and includes a contract for retraining of the counselor with

ities in the career guidance area through the encouragement of pilot projects and the publication of developments in new technology, personnel utilization, multi-purpose facilities, and delivery systems with innovative administrative and structural designs,

(3) providing for evaluation of the programs and services offered to determine their effectiveness and efficiency in meeting the needs of their clients, and

(4) providing for the dissemination of proven effective and efficient guidance and counseling programs in career development.

(b) Research and evaluation projects under this section may include—

(1) innovative career guidance and counseling techniques,

(2) updating and disseminating information on projected areas of need for trained people,

(3) identifying effective methods for disseminating information on how to develop programs of guidance and counseling for career development that meet the needs of the staff and clientele in the setting,

(4) development of multimedia materials which provide information on such areas as career options, projected need for specific skills and training, at the local, State, and national levels, and educational and

the training institution, agency, or other appropriate resource personnel who will participate in the retraining program to meet the unique needs as identified for that counselor,

(4) provides that the counselor in restraining shall demonstrate mastery of the competencies described in clauses (9) and (10) of section 221, and

(5) gives evidence for a multiplicity of vehicles through which contracted retraining experiences may be coordinated to meet the needs of the counselor, including, but not necessarily limited to such vehicles as staff meetings, self-study (through outside evaluation and implementation), workshops, formalized course work, educational television or telephone networks, and conferences.

PART D—RESEARCH AND EVALUATION

PURPOSES OF PROGRAM

SEC. 231. (a) From the sums appropriated under section 102(c), the Commissioner, through the Office of Career Guidance and Counseling (as established in section 103), shall carry out a program of research and evaluation for purposes of—

(1) developing new guidance and counseling techniques for teaching career decisionmaking skills and awareness,

(2) promoting experimentation and research activ-

training program opportunities, and instruct users in career-decisionmaking skills, and

(5) identifying more effective methods for the training and retraining of guidance personnel working in the area of career development.

Part E—Facilities and Equipment

AUTHORIZATION OF GRANTS

Sec. 241. The Commissioner, through the Office of Career Guidance and Counseling (as established in section 103), shall carry out a program, consistent with the purposes of this Act and with appropriate State and local guidance and counseling programs, of grants to States and institutions of higher education for—

(1) providing computer programs and equipment for information services, computer assisted instruction, and storage and retrieval of current information on employment trends and educational opportunities in local areas and nationally;

(2) career-information systems for local educational agencies which shall be integral parts of the local educational agency's plan for guidance and counseling programs, and which shall include such components as (A) accurate and up-to-date survey and statistical data on current projected areas of occupational need, (B) accurate and up-to-date information on educational institu-

tions and opportunities, (C) material to promote career decisionmaking skills in the population served, (D) information on the availability of jobs, loans, work-study, and scholarships for funding of post-high-school education, and (E) information geared to those with specialized needs, such as women reentering the marketplace after raising a family, early retirees, those embarking on a second career in mid-life, and the handicapped; and

(3) equipment and supplies including, but not limited to, books, films, and filmstrips, video and audio-tape equipment, periodicals, career information bulletins, commercially prepared information packets, computer facilities, film and slide projectors, and microfiche and microfilm readers;

93d CONGRESS
2d Session

H. R. 17575

A BILL

To provide for career guidance and counseling plans and programs for States and local educational agencies.

By Mr. PERKINS and Mr. QUIE

DECEMBER 5, 1974

Referred to the Committee on Education and Labor

NOTES

APPENDIX 8

SAMPLE COPY OF FEDERAL REGISTER/RULES AND REGULATIONS

Title 45—Public Welfare

CHAPTER I—OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

PART 100a—DIRECT PROJECT GRANT AND CONTRACT PROGRAMS

PART 160d—CAREER EDUCATION PROGRAM

Notice of proposed rulemaking was published in the FEDERAL REGISTER on December 1, 1975 (40 FR 55659–55663), setting forth the proposed regulation for the Career Education Program (Section 406, Title IV of the Education Amendments of 1974, Pub. L. 93–380). This is one of the programs related to the Special Projects Act, Sec. 402 of Pub. L. 93–380. The purpose of this program was set forth in the preamble to the proposed regulation.

A. *Summary of comments.* Interested persons were given 30 days in which to submit written comments, suggestions, or objections regarding the proposed rules. Ten individuals submitted written comments to the Office of Education, and a summary of those comments follows. After each comment, a response is set forth discussing the comment and stating changes which have been made in the regulation or the reasons why no change is deemed necessary. Comments of general nature on the regulation are set forth first, followed by specific comments arranged in order of the sections of the regulation to which they pertain. Several technical and typographical corrections have also been made in the regulation.

1. *Comment.* A commenter recommends that the career education regulation be revised to guarantee each State at least one career education project. He also recommends that the regulation should not place an emphasis on the exemplary quality of the projects to be supported, but that the regulations should provide funds for spreading the implementation of career education activities throughout the nation.

Response. No change is made in the regulation. Neither of these recommendations is consistent with Section 406 of Pub. L. 93–380. The legislation does not provide a formula for distribution of the funding by States, nor does it provide that each State shall receive at least one grant. In the absence of such a provision in the legislation, it is assumed that the Congress did not intend such a distribution. Therefore, it would not be appropriate for the U.S. Commissioner of Education to impose a geographic distribution formula in this regulation.

Since Section 406(f)(1) specifies that the Commissioner shall support projects "to develop exemplary career education models," it is, therefore, necessary that the Career Education regulation emphasize the exemplary nature of the projects to be funded. Section 406 is not intended to provide general funding for large-scale national implementation of career education activities in school districts.

2. *Comment.* A commenter expressed general agreement with "these vital rules on a most useful program." His comments deal with the implementation of the proposed regulation rather than with the wording of the regulation itself. For example, the commenter suggests that the Office of Career Education should emphasize the definition of career education as provided in the regulation, and should send a letter to local school boards about the vitalness and importance of the concept of career education. The commenter suggests special training programs for employers, directors of career education projects, school board members, and school administrators. He suggests that special reinforcement, help, and guidance should be provided to local school districts to assist them in implementing and evaluating career education programs. He believes that the Office of Education should stress the position that the development of a quality career education program takes time. He feels that State boards of education should assign full-time administrative staff members to provide services to local school districts interested in developing career education programs.

Response. No change is made in the regulation. Because these comments deal with the administration and implementation of the Career Education Program rather than with the wording of the proposed career education regulation, no specific changes in the proposed regulation are necessary.

3. *Comment.* A commenter urged that the Office of Education make funds available for the development of a career education museum program on a national level. He endorses the idea of utilizing museums as the sites for innovative educational efforts bringing schools and museums together. He feels that career education should not ignore the potential in museums.

Response. No change is made in the regulation. To the extent the museums are "non profit organizations," they are eligible for grants under the proposed career education regulation. Also, projects conducted under the proposed regulation by State or local educational agencies may include joint activities with museums as part of the overall project plan. Because the comment deals with the implementation of the Career Education Program rather than with the content of the proposed career education regulation, no change in the regulation itself is considered necessary.

4. *Comment.* A commenter expressed the belief that career library materials and audio-visual equipment are extremely important in the implementation of career education programs. She also pointed out that such items are expensive. She therefore urged the Office of Education "to include career library materials and appropriate audio-visual materials in the list of criteria for career education projects in FY 76."

Response. No change need be made in the regulation. Library materials and audio-visual materials represent allowable costs under career education projects. To the extent that the library materials and/or audio-visual materials are necessary for implementing an exemplary career education project, they can be purchased with project funds. Of course, the general provision of library and audio-visual materials to colleges, universities, and local school districts at large is not a function provided for under section 406 of Pub. L. 93–380. It is only within the context of an approved exemplary project in career education that such equipment and materials could be purchased with these funds. Because it is not clear how library and audio-visual materials could be "included in the list of criteria" for career education projects, no changes are being made in the proposed regulation.

5. *Comment.* A commenter recommends that under § 160d.2, "Definitions," the definition of "Handicapped Children" be revised so that it will be consistent with the new Pub. L. 94–142.

Response. The regulation is amended as the commenter suggested. It is important that the career education regulation reflect the latest legislation on education for handicapped children. Therefore, § 160d.2 is being modified to define "Handicapped Children" as defined in section 802 of Pub. L. 93–380 as amended by section 4(a) of Pub. L. 94–142.

6. *Comment.* A commenter suggested that in order to "insure exclusion of commercially oriented agencies or organizations," the definitions under § 160d.2 should be expanded to include a definition of "Other Nonprofit Agencies and Organizations."

Response. No change is made in the regulation. Section 406(f)(1) of Pub. L. 93–380 authorizes the U.S. Commissioner of Education to make grants "to State and local educational agencies, institutions of higher education, and other nonprofit agencies and organizations." Since the term "nonprofit" as applied to a school, agency, organization, or institution is defined in the U.S. Office of Education's General Provisions Regulations (45 CFR 100.1), it is unnecessary to repeat the definition in this regulation.

7. *Comment.* A commentor recommends that career education exemplary projects be defined as "programs demonstrating special techniques in developing alternative models of vocational education that provide assistance and services lacking in existing school programs (alternative programs providing a high school diploma, stipends, and work experience for youths having difficulty participating in the normal academic classroom)." The commenter also proposes that the special populations listed in § 160d.5(c) be expanded to include youths with delinquent backgrounds. In addition, the commenter proposes that budget items for stipends of enrollees be included in the allowances for career education projects.

Response. No change is made in the regulation. The commenter's proposed definition of career education is not consistent with section 406 of Pub. L. 93–380. The legislation certainly does not envision that career education exemplary projects should result in "alternative models of vocational education." Exemplary projects in vocational education are provided for under Part D of the Vocational Education Act, Pub. L. 90–576, as amended.

(20 U.S.C. 1301–1306)

The definition proposed by this commenter, along with the special emphasis on attention to youths with delinquent backgrounds and on the allowance of stipends for enrollees, indicates that the commenter is thinking in terms of "remedial" legislation. Actually, the career education legislation under section 406 is characterized as "preventive" legislation, focusing on the infusion and improvement of the ongoing educational program, with the idea that such an improved program would help to prevent dropouts, delinquent behavior, etc.

8. *Comment.* A commenter recommends that under § 160d.7 there be a requirement "that each project insure that no sex role bias exists in materials or activities to be funded."

Response. No change is made in the regulation. Placing this requirement in § 160d.7 would make it part of the application review criteria, and would necessitate the assigning of a certain number of points to each application on the basis of the application's responsiveness to this criterion. This approach would not be a workable one. Either an applicant would assure that this requirement would be met, or would fail to make such an assurance; there would be no degrees of assurance, worth 2 points or 4 points, etc. This requirement should not, therefore, be inserted into the application review criteria under § 160d.7. Instead, it is believed that this item should be added to Part V of the "Application for Federal Assistance," OMB Form No. 29–R0221. Part V consists of a series of "assurances," which each applicant makes at the time of application. For example, the applicant assures that "it will comply with Title VI of the Civil Rights Act of 1964 (Pub. L. 88–352)," that it will comply with the provisions of the Hatch Act, that it will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act, etc. OMB clearance will be sought to add another assurance in which the applicant will assure there shall be no sex bias in the project activities.

9. *Comment.* The same commenter also suggests that § 160d.14 (a) and (d) be amended to include attention to the problem of reducing sex stereotyping in career choice.

Response. An appropriate change has been made in subsection (d). No change is being made in subsection (a), because "individuals concerned with sex-role stereotyping" cut across all eleven of the existing categories in subsection (a) and do not represent, in themselves, a discrete and definable category comparable to the other categories in this subsection. However, subsection (d)(4) has been changed to direct attention to the reduction of sex stereotyping in career choice.

10. *Comment.* A commenter recommended inserting the word "adult" at various points throughout the proposed regulation (§§ 160d.2, 160d.5, 160d.8, and 160d.10). For example, he recommends that the statement of program purpose be amended to say that the Commissioner of Education is "to develop exemplary career education models (including models in which handicapped children and adults receive appropriate career education)."

Under § 160d.2, he recommends that item (b) in the definition for career education be amended to read "provide opportunities for counseling, guidance, and career development for all persons (rather than for all children)."

Whereas section 406 of the legislation makes provisions for "providing for the training and retraining of persons for conducting career education programs," the commenter recommends that § 160d.5 be amended to read "for the training and retraining of persons for conducting career education programs, particularly as this relates to the training of adult education teachers and counselors to utilize career education as content within adult education programs."

Response. No change is made in the regulation. The statements mentioned above, as they appeared in the proposed regulation, were taken verbatim from the legislation. It would be inappropriate to change the wording to read "children and adults" in the regulation, when Congress said only "children" in the legislation. The kinds of changes recommended by this commenter would have to be made as amendments to the law itself, rather than as insertions into the Federal regulation.

11. *Comment.* The same commenter recommended that, under § 160d.10, an information copy of each application should be submitted not only to the State Coordinator of Career Education but also to the State Director of Adult Education, in cases where the project might involve adults.

Response. No change is made. This recommendation is not consistent with current regulations pertaining to the submission of applications. The current procedures call for the applicant to submit three copies of the application to the Federal Government, and one information copy to the State Government. These procedures, established by the Office of Management and Budget, are intended to reduce the paperwork burden on applicants in terms of the number of copies which they must prepare and submit. There would be no justification for requiring some applicants to submit an additional copy to their State Director of Adult Education. It is presumed that the State Director of Adult Education, the State Director of Vocational Education, the State Director of Guidance, and other State officials who might be concerned with career education applications will be involved in some systematic way, by the State Coordinator of Career Education, in reviewing and commenting on career education applications at the State level.

12. *Comment.* A commenter submitted comments concerning seven different sections of the proposed Federal regulation. His first comment pertained to § 160d.2 "Definitions." He expressed the opinion that the definition set forth in the proposed regulation is too broad and general. He recommended that the definition be revised from an operational standpoint to reflect the goals of the Office of Career Education.

Response. No change is made in the definition of career education. The definition of career education which was set forth in the proposed regulation was taken verbatim from section 406(d) of Pub. L. 93–380. The report of the Senate Committee on Labor and Public Welfare of March 29, 1974 (Senate Report No. 93–763, 93rd Cong. 2d Session, to accompany S. 1539, page 75) in discussing this definition, says: "Subsection (d) is not intended to dictate a final definition of the term 'career education' but does provide an enumeration of qualities which are a part of, or common to, current concepts and definitions of career education. Indeed, it is among the purposes of this section to seek the further development, articulation, and clarification of such concepts and definitions as may exist and to gain some consensus and acceptance in the field of such concepts, definitions, or alternatives as may further the purposes of this section in preparing all children and youth for full participation in the society in which they are to live and work." In further discussions between Congressional staff members and Office of Education staff members, the Congressional staff emphasized again that a single, specific definition of career education should not be formulated at this time. The Congressional staff members expressed the belief that at this time, the Office of Education should not concentrate on one theory of career education but should experiment with various theories, and should not, at this stage, try to define career education for all time. With this background in regard to the intent of Congress, the Office of Education has decided to define career education by using the exact language of Pub. L. 93–380. It is realized that this is a broad and general definition, but that is precisely what is wanted at this time.

13. *Comment.* In regard to § 160d.5 the commenter recommended that subsection (c) be eliminated entirely and that the senior high school be eliminated from subsection (b).

Response. No change is made in the regulation. The implementation of this recommendation would set the Office of Education's efforts in career education back to where they were five years ago. It was believed, five years ago, that general grants to "across the board" efforts in career education would result in the provision of career education for all children. Experience over the last five years, however, has shown that the methods and techniques which have emerged for implementing career education have been most numerous and most successful with the general population of students and at the elementary and junior high school levels. All of the recent studies on the subject have indicated that special efforts are now needed to demonstrate effective methods and techniques for delivering career education to individuals outside the "general population" group, who are handicapped, gifted and talented, or members of various minority subpopulations. The studies also indicate that special efforts must be made to focus attention on the implementation of career education at the senior high school level, building on and beyond the successful work which has been demonstrated in elementary schools and junior high schools. The Office of Education considers it very important to focus some concentrated attention on methods and techniques for delivering meaningful and effective career education to these special population groups and for implementing career education programs at the senior high school level.

14. *Comment.* In regard to § 160d.6, the commenter recommended the elimination of subsection (f). He feels that the inclusion of dissemination activities in each career education project is redundant and wasteful.

Response. No change is made in the regulation. The exemplary and demonstration projects authorized under section 406 of Pub. L. 93–380 have value only to the extent that information about them is broadly disseminated. The dissemination of innovations in education has long been a troublesome problem, and many efforts are being made by the Office of Education and by the National Institute of Education to improve the effectiveness of dissemination. However, broad-scale dissemination efforts at the agency-wide level can be effective only to the extent that initial dissemination efforts are taken by individual projects. Unless the individual project plans for dissemination and prepares appropriate materials for dissemination, there will be no input from the projects into the broader agency-wide information processing and dissemination systems. Thus, the elimination of subsection (f) would seriously inhibit the basic exemplary and demonstration purposes for which section 406 was enacted. Therefore, subsection (f) is retained in § 160d.6.

15. *Comment.* In regard to § 160d.7, the commenter recommended that separate review criteria be developed for each funding category set forth in § 160d.5. He also recommended that the amount of funds available for each category of projects be included in the statement of review criteria.

Response. No change is made in the regulation. The criteria in the proposed regulation represent a slightly modified version of the criteria which were published and used in fiscal year 1975. The FY 1975 review panels found these criteria to be suitable for use across all five categories. The few refinements which the FY 1975 reviewers recommended have been incorporated into the criteria in the proposed regulation. On the basis of this experience, it does not seem fruitful to adopt the recommendation of setting up separate review criteria for each category of projects. As for the suggestion about including in the review criteria the amount of available funds earmarked for each category, the funds to be made available for each category will vary from year to year, depending upon Congressional appropriations and upon the varying rates of development in the different categories. Placing such figures in the Federal regulation would be neither appropriate nor efficient. Figures on amounts available for each category may be provided in the Notice of Closing Date for Receipt of Applications which is published each fiscal year. The amount of funding available in each category has nothing to do with the reading, scoring, and ranking of applications on the basis of their technical content, which is the subject of § 160d.7.

16. *Comment.* In regard to § 160d.3, the commenter suggested that the maximum figure for grants be reduced from $200,000 to $125,000, with an average of $75,000 per project.

Response. No change is made in the regulation. The Office of Education believes, on the basis of five years of experience with career education projects, that the general limit of $200,000 set forth in the proposed regulation is appropriate. That same general limit was set forth in the fiscal year 1975 program, and was generally adhered to. The average size of the grant awards in FY 1975 was approximately $123,000 per project. The experience of the Office of Education to date with career education projects indicates that, for most types of projects, a minimum of $100,000 per year is necessary to provide a project of sufficient scope to have meaningful impact. The Office of Education is of the opinion, at this time, that it is better to have a smaller number of adequately funded projects ($100,000 or more per year) than to dissipate the available funding over a large number of very small projects. Based on the FY 1975 experience, establishing a general limit of $200,000 will result in applications which average about the right size.

17. *Comment.* The commenter also suggested that a new section be added to the regulation to read: "The Commissioner will establish or designate a clearing house to gather and disseminate information received from career education programs * * *. The Commissioner may contract with public or private agencies or organizations to establish and operate the clearinghouse."

Response. No change is made in the regulation. The National Institute of Education is already maintaining the "ERIC Clearinghouse on Career Education," which is part of the Educational Resources Information Center and is operated under a contract awarded to Northern Illinois University. It would, therefore, be duplicative effort for the Office of Education to establish a similar clearinghouse.

18. *Comment.* The same commenter suggested that another new section be added to the regulation to read: "The Commissioner will make available to each career education program such technical assistance and information as the program may require and such technical assistance shall be coordinated with the national clearinghouse."

Response. No change is made in the regulation. Such a statement is not needed in this regulation. The statement of organization and functions of the Office of Career Education was published in the FEDERAL REGISTER on January 31, 1975 (40 FR 4665). The functions of the Office of Career Education carried out with funds available for salaries and expenses, rather than with funds appropriated for the Career Education Program, need not be set forth in this program regulation.

Accordingly, after consideration of all comments received, Part 160d of Title 45 shall read as set forth below. This regulation will supersede the Funding Criteria (intended for Fiscal Year 1975 only) which were published in the FEDERAL REGISTER on May 9, 1975 (40 FR 20335–20336).

Amendment is also made to Part 100a "Direct Project Grant and Contract Programs" of Title 45, Code of Federal Regulations, in order to add the Career Education Program to the list of programs in § 100a.10 which are included within the scope of Part 100a.

Effective date: Pursuant to Section 431(d) of the General Education Provision Act, as amended (20 U.S.C. 1232(d)), this regulation has been transmitted to the Congress concurrently with the publication in the FEDERAL REGISTER. That section provides that regulations subject thereto shall become effective on the forty-fifth day following the date of such transmission, subject to the provisions therein concerning Congressional action and adjournment.

(Catalog of Federal Domestic Assistance Number 13.554 Career Education Program.)

Dated: March 5, 1976.

T. H. BELL,
U.S. Commissioner of Education.

Approved: May 7, 1976.
MARJORIE LYNCH,
Acting Secretary of Health,
Education, and Welfare.

1. Section 100a.10 of Part 100a of Title 45 of the Code of Federal Regulations is amended to read as follows:

§ 100a.10 Scope.

(a) *Programs.* Except to the extent inconsistent with an applicable statute or regulation, the provisions contained in this part apply to all Federal programs of assistance authorized under the following authorities: * * *

(35) Projects designed to demonstrate the most effective methods and techniques in career education, to develop exemplary career education models, and to develop State plans for the implementation of career education under Section 406, Part C of Title IV, Pub. L. 93-380 (20 U.S.C. 1865).

* * * * *

2. Part 160d of Title 45 of the Code of Federal Regulations is amended to read as follows:

Subpart A—General

Sec.
160d.1 Applicability.
160d.2 Definitions.

Subpart B—Special Projects

160d.3 Scope.
160d.4 Eligible applicants.
160d.5 Project purposes.
160d.6 Required application data.
160d.7 Application review criteria.
160d.8 Allowable costs.
160d.9 Project duration.
160d.10 State review and comment.

Subpart C—State Plans

160d.11 Scope.
160d.12 Eligible applicants.
160d.13 Requirements of completed State plan.
160d.14 Required application data.
160d.15 Application review criteria.
160d.16 Allowable costs.
160d.17 Project duration.

AUTHORITY: Secs. 402, 406, Education Amendments of 1974, Pub. L. 93-380 (20 U.S.C. 1851-1853, 1865).

Subpart A—General

§ 160d.1 Applicability.

This part applies to grants and assistance contracts made by the U.S. Commissioner of Education for projects to demonstrate the most effective methods and techniques in career education, for projects to develop exemplary career education models, and for projects to enable State educational agencies to develop State plans for career education.

(20 U.S.C. 1851-1853, 1865(f) (1) and (2))

§ 160d.2 Definitions.

As used in these regulations, "Career education" means an education process designed to:

(a) Increase the relationship between schools and society as a whole;

(b) Provide opportunities for counseling, guidance and career development for all children;

(c) Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;

(d) Extend the concept of the education process beyond the school into the area of employment and the community;

(e) Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;

(f) Make education more relevant to employment and functioning in society; and

(g) Eliminate any distinction between education for vocational purposes and general or academic education.

(20 U.S.C. 1865(d))

(h) "Handicapped children" means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired children or children with specific learning disabilities who by reason thereof require special education and related services.

(20 U.S.C. 1401)

(i) An "incremental improvement" means a gain in the quality and/or quantity of career education in a school or school system, reflecting the fact that the implementation of career education is a gradual process which proceeds in small steps from little or no career education to a fully integrated and successful program.

(20 U.S.C. 1865)

(j) "Institution of higher education" or "institution" means an educational institution in any State which meets the requirements set forth in section 1201(a) of the Higher Education Act of 1965 as amended.

(20 U.S.C. 1141(a))

(k) "Local educational agency" means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, townhsip, school district, or other political subdivision of a State, or such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools. The term also includes any other public institution or agency having administrative control and direction of a public elementary or secondary school.

(20 U.S.C. 1141(g))

(l) "State educational agency" means the State Board of Education or other agency or officer primarily responsible for the State supervision of public elementary and secondary schools; or, if there is no such agency or officer, an agency or officer designated by the Governor or by State Law.

(20 U.S.C. 1141(h))

Subpart B—Special Projects

§ 160d.3 Scope.

This subpart governs the selection of applications from State and local educational agencies, institutions of higher education, and other nonprofit agencies and organizations for purposes of carrying out activities designed to improve the implementation of career education.

(20 U.S.C. 1865)

§ 160d.4 Eligible applicants.

The following categories of agencies and organizations are eligible for grants and assistance contracts pursuant to this subpart:

(a) State educational agencies;

(b) Local educational agencies;

(c) Institutions of higher education; and

(d) Other nonprofit agencies and organizations.

(20 U.S.C. 1865(f)(1))

§ 160d.5 Project purposes.

Projects funded pursuant to this subpart must be designed to contribute to one of the following purposes, to:

(a) Effect incremental improvements in K-12 career education through one or a series of exemplary projects;

(b) Demonstrate the most effective methods and techniques in career education in such settings as the senior high school, the community college, adult and community education agencies, or in institutions of higher education;

(c) Demonstrate the most effective methods and techniques in career education for such special segments of the population as handicapped, gifted and talented, minority or low income youth, or to reduce sex stereotyping in career choices;

(d) Demonstrate the most effective methods and techniques for the training and retraining of persons for conducting career education programs; and

(e) Communicate career education philosophy, methods, program activities and evaluation results to career education practitioners and to the general public.

(20 U.S.C. 1865)

§ 160d.6 Required application data.

Each application for assistance under this subpart must set forth a detailed plan which includes:

(a) Identification of the purpose in § 160d.5 (a)–(e) to which the application is addressed. If the applicant chooses to participate in more than one of these listed purposes, a separate application must be submitted for each purpose. For the purpose in § 160d.5(b), a single application shall address no more than one special setting. For the purpose in § 160d.5(c), a single application shall address no more than one special population.

(b) An operational plan describing, in detail, exactly how the applicant proposes to achieve the specific purpose addressed in the application and explaining the exemplary nature of the proposed procedures. This operational plan shall include, as a minimum:

(1) The process and learner outcome objectives of the proposed project stated in measurable terms;

(2) Evidence that each objective is based on documented needs of:

(i) Participants to be served in the specific geographic location of the proposed project; and

(ii) Similar participants in other locations across the nation;

(3) The tasks and strategies to be used to accomplish the stated objectives, including a description of career education processes, techniques, and materials developed in previous projects supported under the Office of Career Education, under the National Institute of Education, under Parts C, D, and I of the Vocational Education Act, and under other appropriate sources, which the applicant proposes to utilize in this proposed project; and a description of the measures to be undertaken to insure a high level of interaction between the world of education and the world of work in implementing the project;

(4) Description of the manner in which the proposed objectives, tasks, and strategies will comprise a comprehensive approach to career education for the participants to be involved; and

(5) A set of milestones and dates by which to monitor accomplishment of the proposed tasks;

(c) Specification of prior career education activities, if any, which the applicant has carried out, including data bearing on evaluation of the effectiveness of such prior activities;

(d) A specific plan to be utilized in evaluating the accomplishment of each of the process and learner outcome objectives listed pursuant to § 160d.6(b)(1), including:

(1) The criteria of success for evaluating each objective;

(2) The evaluation design to be used for each objective;

(3) The data collection instruments or other techniques to be used for each objective;

(4) The data analysis to be conducted for each objective;

(5) The dates by which data on the various objectives will be available; and

(6) The evaluation resources of personnel and budget that will be utilized;

(e) A description of applicant or other additional resources, if any, to be contributed to the proposed activities to supplement funds received under this subpart;

(f) A plan for disseminating information to others during the course of the project and at the conclusion of the project funding period;

(g) Identification of all proposed staff, their duties, and a description of the qualifications possessed by all proposed professional staff; and

(h) Evidence of any commitment already received from outside organizations, groups, or individuals to cooperate in the implementation of the proposed activities;

(i) Each application for assistance under this subpart must contain on a single page, as the first page of the narrative, the following information:

(i) Identification of the purpose from § 160d.5(a)–(e) to which the application is addressed,

(ii) A brief abstract of the proposed project, and

(iii) A statement that a copy of the application has been submitted to the State Career Education Coordinator of the State within which the application originated.

(20 U.S.C. 1865)

§ 160d.7 Application review criteria.

Criteria will be utilized by the reviewers in reviewing formally transmitted applications. Segments or a segment of the application must address each criterion area. Each criterion is weighted and includes the maximum score that can be given to a segment of an application in relation to the criteria. Criteria weights total 100 points. The criteria and maximum weight for each criterion are as follows:

Criteria	*Maximum score*
(a) *Evidence of need.* The application clearly demonstrates the need for its proposed activities in terms of the purpose it seeks to attain and the population(s) it seeks to serve	5
(b) *Objectives.* The objectives of the proposed project are sharply defined, clearly stated, capable of being attained by the proposed procedures, and capable of being measured	10
(c) *Operational plan.* (1) Utilization of prior activities of applicant and others: The application clearly describes the prior career education activities which the applicant has carried out, if any, and presents evidence describing the effectiveness of these activities. The application describes relevant career education processes, techniques, and materials developed in previous projects supported by the Office of Career Education, the National Institute of Education and other agencies and sources, and explains how this prior work will be utilized in implementing the proposed project	8
(2) Proposed activities: A specific description is provided of the activities proposed for each major step in the project. The time required for each activity, and the period of the project it covers, is clearly charted in the operational plan	17
(d) *Interaction and involvement.* Specific measures are described for achieving a high level of interaction between the world of education and the world of work in implementing the proposed project	10
(e) *Evaluation plan.* Provision is made for adequate evaluation of the effectiveness of the project and for determining the extent to which the objectives are accomplished	20
(f) *Exemplary nature of project.* The plan clearly calls for a comprehensive career education model that, if successfully attained, holds high promise of serving as one that others could profit by emulating. The activities hold promise of being useful in other career education projects or programs for similar educational purposes	15
(g) *Personnel.* The personnel with committed major responsibilities for the proposed activities have the necessary qualifications and experience to assure successful completion of the activities. Evidence presented shows the commitment necessary from individuals and groups whose assistance is needed to accomplish the proposed objectives	10
(h) *Budget.* The size, scope, and duration of the project are reasonable and the estimated cost is reasonable in relation to anticipated results	5

(20 U.S.C. 1865)

§ 160d.8 Allowable costs.

(a) Allowable costs under grants and assistance contracts awarded under this subpart shall be determined in accordance with cost principles set forth in Appendix B, C, or D (as applicable) to Subchapter A of Title 45 Code of Federal Regulations (the Office of Education's General Provisions Regulations).

(b) It is expected that grants and assistance contracts under this subpart will generally not exceed $200,000, although each application will be judged on the basis of the proposed activities.

(20 U.S.C. 1865)

§ 160d.9 Project duration.

(a) Projects will normally be one year in duration. However, applicants should make a realistic estimate of the amount of time needed to implement the proposed project activities. Where this estimate indicates that more or less than one year is necessary, the operational plan and budget should reflect this.

(b) With respect to applications requesting more than one year of funding, it is anticipated that generally an initial grant or assistance contract will be awarded for the first year of the project. In order to be considered for funding for any remaining time period, the grantee or assistance contractor will be required to submit a new application upon announcement of subsequent competition for funding. This new application will be judged on the basis of the published evaluation criteria in competition with other applications received in such subsequent competition.

(20 U.S.C. 1865)

§ 160d.10 State review and comment.

States may submit advice and comment on any application originating within their States. In order to allow for this, an applicant must provide a copy of its application to the State educational agency of the State within which the applicant is located. This copy must be submitted to the State Coordinator of Career Education, as designated by the Chief State School Officer, concurrently with the submission of the application to the Commissioner.

(20 U.S.C. 1865)

Subpart C—State Plans

§ 160d.11 Scope.

This subpart governs the selection of applications from State educational agencies for the purpose of enabling them to develop State plans for the development and implementation of career education programs in the local educational agencies of the States. Awards will be made on a competitive basis. Awards of Federal funds to allow for the implementation of the completed State plans are not authorized under paragraph (f)(2) of section 406 of Pub. L. 93-380.

(20 U.S.C. 1865(f)(2))

§ 160d.12 Eligible applicants.

State educational agencies are the only applicants eligible for funding under this subpart.

(20 U.S.C. 1865(f)(2))

§ 160d.13 Requirements of completed State plan.

Projects funded under this subpart must be designed to develop a comprehensive State plan for implementing career education in the elementary and secondary schools of the State. This plan (which must be submitted upon completion of activities funded pursuant to this subpart) must set forth at least the following:

(a) The State educational agency's definition of career education and the conceptual base upon which career education within the State rests;

(b) The need for career education within the State;

(c) Career education efforts and accomplishments to date to meet identified needs within the State, including an assessment of existing programs, practices, and materials;

(d) The objectives for the short range (one year) and long range (five years) implementation of career education within the State (the one year objectives and plan must cover school year 1977-1978 and the five year objectives and plan must cover school year 1977-1978 through school year 1981-1982 inclusive);

(e) The strategies, activities, and resources to be utilized in implementing the short- and long-range plan in the following areas:

(1) Curriculum changes, including experiential learning outside of the school building and changes in vocational education;

(2) Career counseling, career guidance, career placement and follow-up;

(3) Meeting the career education needs of special groups, including the handicapped and other educationally disadvantaged students, and eliminating the stereotyping of career opportunities by race or by sex;

(4) Involving the business-labor-industry-professional-government community in career education;

(5) Involving the home and family structure in career education; and

(6) Training and retraining, both pre- and in-service, for personnel to enable them to implement career education;

(f) Plans for evaluating the effectiveness of career education inputs, processes, and outcomes in local educational agencies and personnel training programs;

(g) Plans for disseminating information about career education, career education practices and products, and the results of career education efforts to interested persons within the State;

(h) The funding that will be needed to implement the various components of the one year and five year plans and the sources of the necessary funding, where these sources are available;

(i) The relationship of the State plan for career education to career education activities being carried out and contemplated in postsecondary and adult education settings; and

(j) The manner in which the plan is to be implemented and administered by the State educational agency, including allocation of resources, management of activities, provision of assistance to others within the State, staffing for career education within the State educational agency, and the relationship of the career education plan to other planning efforts at the State level (e.g. Vocational Education State Plan, Title III State Plan, etc.).

(20 U.S.C. 1865)

§ 160d.14 Required application data.

Each application for assistance under this subpart must set forth a detailed proposal which includes at least the items listed below. In the event that the applicant has already initiated or completed any of the following activities, the application will describe fully the procedures used and the results obtained. The remainder of the application will then deal with the activities proposed as necessary to complete or update work already underway on a State plan. The application shall include:

(a) Provisions for the establishment and use of a career education advisory group to provide advice and assistance during the development of the State plan. This group shall contain members representing at least the following groups:

(1) Major units of the State educational agency and, where these are separate organizations, the State Board of Vocational Education and the State system of higher education;

(2) Other State governmental units whose assistance is considered necessary in implementing career education;

(3) Business and industry;

(4) Labor;

(5) Institutions of higher education with educational personnel preparation programs;

(6) School administrators;

(7) Counselors;

(8) Teachers;

(9) Vocational education personnel;

(10) Parents; and

(11) Students.

(b) Provisions for assessing the career education needs of all students in the elementary, middle/junior high, and senior high schools of the State, including the special needs of handicapped and other educationally disadvantaged students;

(c) Provisions for assessing the need for the training and retraining of educational personnel to serve in career education programs;

(d) Provisions for identifying existing and potential resources from across the United States that could be used to develop and implement career education within the State, including at least the following types of resources:

(1) Career education instructional materials;

(2) Educational facilities;

(3) Educational personnel;

(4) Career education programs and practices with potential for use within the State, including programs and practices designed to eliminate sex-role stereotyping in career choices;

(5) Business, labor, industry, professional, government, and other community resources; and

(6) Funding sources and funds.

(e) Provisions for developing both a short-range (one year—school year 1977-1978) and long-range (five years—school years 1977-1978 through 1981-1982 inclusive) plan for the development and implementation of career education, including procedures to be used in:

(1) Setting goals;

(2) Specifying performance objectives;

(3) Determining strategies, activities, and resources to be used; and

(4) Determining the process to be used to administer, monitor, and update the implementation of the plan;

(f) A statement of the manner in which the applicant will manage the preparation of the plan, including the names and qualifications of proposed staff, their reporting relationships within the State educational agency, any proposed subcontracts, a management plan, including tasks and timelines, for completing the plan in the time period specified in the application; and

(g) A statement by the Chief State School Officer of the State educational agency endorsing the submission of the application for funding under this subpart.

(20 U.S.C. 1865(f)(2))

§ 160d.15 Application review criteria.

Criteria will be utilized by reviewers in reviewing formally transmitted applications. Segments or a segment of the application must address each criterion area. Each criterion is weighted and includes the maximum score that can be given to a segment of an application in relation to the criterion. Criteria weights total 100 points. The criteria and maximum weights for each criterion are as follows:

Criteria:	Maximum score
(a) *Evidence of need.* The application demonstrates an understanding of career education and justifies the State's need for a comprehensive State plan for the development and implementation of career education. Any prior State plan efforts and their results are fully described and it is clear that the proposed activities will build upon these prior efforts. Evidence is presented which demonstrates the State's commitment to implement the plan that is developed, including endorsement of the application by the Chief State School Officer	10
(b) *Advisory group.* The application fully describes the present or planned advisory group to be used in the development of the plan. The types of constituents to be represented and the names and titles of members are presented. The group is broadly representative of the constituencies to be involved in the implementation of career education and procedures are described for effective use of the group	10
(c) *Needs assessment.* The application fully describes the procedures to be used and the areas to be covered in conducting the needs assessment. Survey techniques planned are described in detail. The procedures will assure identification of the career education needs of all children within the State. If a career education needs assessment has already been initiated, the data are sufficient, of high quality, and support the conclusions drawn	25
(d) *Resource identification.* The application fully describes the procedures to be used to survey existing and potential resources for use in the development and implementation of career education within the State. The process assures the surveying of resources from across the nation. If resource identification has already been initiated, the results are sufficient, of high quality, and support the conclusions drawn	15
(e) *Development of plan.* The application clearly describes the process to be used to develop both the 1-year and the 5-year plans	20
(f) *Personnel and management.* The application clearly identifies the staff to be used in developing the plan and their qualifications match the tasks to be accomplished. The management plan for the proposed activities presents tasks and timelines which assure that the plan will be developed effectively and in a timely manner	15
(g) *Budget.* The size, scope, and duration of the project are reasonable and the estimated cost is reasonable in relation to anticipated results	5

(20 U.S.C. 1865)

§ 160d.16 Allowable costs.

(a) Allowable costs under grants and assistance contracts pursuant to this subpart shall be determined in accordance with cost principles set forth in Appendix B to Subchapter A of Title 45 Code of Federal Regulations (the Office of Education's General Provisions Regulations).

(b) It is expected that grants for any single year of activity under this subpart will generally not exceed $50,000 although each application will be judged on the basis of the proposed activities.

(20 U.S.C. 1865(f)(2))

§ 160d.17 Project duration.

(a) Projects will normally be one year in duration. However, applicants should make a realistic estimate of the amount of time needed to implement the proposed project activities. The exact funding period requested should be based on the extent of planning which remains to be accomplished to develop the plan required by this subpart. It is expected that States which have already engaged in career education planning efforts will not be funded for more than one year unless this is strongly justified.

(b) With respect to applications requesting more than one year of funding, it is anticipated that generally an initial grant or assistance contract will be awarded for the first year of the project. In order to be considered for funding for any remaining time period, the grantee or assistance contractor will be required to submit a new application upon announcement of subsequent competition for funding. This new application will be judged on the basis of the published evaluation criteria in competition with other applications received in such subsequent competition.

(20 U.S.C. 1865)

[FR Doc.76-14041 Filed 5-12-76;8:45 am]

NOTES

APPENDIX 9

GUIDANCE AND COUNSELING FOR THE ELDERLY

HEARING

BEFORE THE

SELECT COMMITTEE ON AGING
HOUSE OF REPRESENTATIVES

NINETY-FIFTH CONGRESS

FIRST SESSION

HELD MARCH 7, 1977, IN DALLAS, TEX.

Printed for the use of the Select Committee on Aging

U.S. GOVERNMENT PRINTING OFFICE
90-466 O WASHINGTON : 1977

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402

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GUIDANCE AND COUNSELING FOR THE ELDERLY

MONDAY, MARCH 7, 1977

U.S. House of Representatives,
Select Committee on Aging,
Dallas, Tex.

The committee met, pursuant to notice, at 9 a.m., in the Dallas Convention Center Theater, Dallas, Tex., Hon. Edward P. Beard presiding.

Committee members present: Representatives Beard of Rhode Island and William S. Cohen of Maine.

Staff members present: Robert S. Weiner, staff director; Marie Cunningham, executive—secretary.

OPENING STATEMENT OF REPRESENTATIVE EDWARD P. BEARD OF RHODE ISLAND

Mr. Beard. Thank you very much.

The Committee on Aging will now come to order.

First of all, I'm delighted to be here.

I'm Congressman Beard of Rhode Island.

I'm substituting for the chairman of the full committee, Claude Pepper of Florida.

Chairman Pepper at the present time is testifying in Washington on health legislation that is badly needed for the elderly, legislation important to the Congress and the people of the United States. He deeply regrets that he could not be here today.

But it is a delight to be here in Dallas, Tex., to participate with so many people that are interested in the problems of the elderly.

I'm delighted to be one of the 71 Members that have cosponsored H.R. 1118, the critically needed counseling bill that would expand guidance and counseling services for the elderly people of this country.

At this time I would like to turn the mike over to my distinguished colleague, Bill Cohen of Maine.

STATEMENT OF REPRESENTATIVE WILLIAM S. COHEN OF MAINE

Mr. Cohen. Thank you, Mr. Chairman, and let me also say that it's a pleasure to be in Dallas.

There was some doubt that I might make it yesterday.

I took off from Limestone, Maine. For those of you other than Stan Freeman, who I think is still in the audience and happens to be from Oregon, that probably doesn't mean very much, but we had about 10 inches of snow in Maine yesterday.

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They predicted 15, and we got 10, which reminds me of the story that the only accurate weather prediction we've ever had was when God spoke to Noah and said, "Noah, there's a 100-percent chance of precipitation."

But I, too, regret, Mr. Chairman, that Mr. Pepper could not be with us today, because he has certainly been in the forefront of the fight to preserve dignity and decency for our older people.

There is a Chinese proverb that says that man fools himself, that he prays for a long life and fears for old age.

Modern medicine has helped us to live longer and healthier lives, and yet our social and cultural attitudes have failed to keep pace with our own technology.

We've always spoken with great pride of the promise of the golden years, a time for respite, relaxation, and fulfillment, when we could reap rewards of the years of contribution and commitment.

Well, I think it's been a false promise—a myth shattered by the stone of experience. Millions of older Americans now find that they have inherited a wasteland of inflation that consumes their savings and reduces their purchasing power and their very means of survival; of forced retirement and artificial limitations upon earnings after retirement that carry the penalty of reductions of social security benefits that have been paid for; of urban areas that have been filled with young gangs that beat and rob and ravish them with virtual impunity, that turns their lives into a fragile hourglass filled with fear that drives them off the streets at the setting of the Sun; that forces them into nursing homes or other institutions where, too often, they become helpless victims of shocking cases of fraud and abuse and neglect.

In America I think the facts are quite clear, the accent is on youth, and the golden dream has become a dark nightmare for our older people.

Indeed, they have to live also with the fear that the first sign of withdrawal or eccentricity might be viewed as an indication of the start of mental deterioration, and an invitation to anxious and impatient family members of the need for institutionalization.

But I think that the cruelest problem that older Americans face is even more tragic, that of indifference.

It was that great playwright, George Bernard Shaw, who said that the worst thing is not to hate our fellow man, but to be indifferent to him, because the essence of inhumanity is indifference.

I think that our older citizens have been left to wander around the boneyard of their declining years with inadequate assistance and without very much care or concern.

In all fairness, I am compelled to point out that America's attitude toward its older people is not unique in the annals of time.

In fact, in doing a little research for this meeting, I came across a play that was written back in the fifth century B.C. by Aristophanes, the great Greek playwright.

I would like to quote just briefly, if I might, Mr. Chairman, from one of the characters in the play.

He said that,

> We, the elders, the forefathers, have a right to complain to our fellow citizens. You have not given us the rewards and treatment worthy of our deeds in the sea battles.

> Far from it: we suffer a wretched fate. You dragged us, at our age, before the courts; you allow new fledged young orators to make fun of us, now that we're no good anymore, with our deafness and our trembling speech. * * *
>
> Old and in our dotage, we stand before the stone tablet and say that we see nothing but the shadow of justice.

Now, I cite this passage not as a pedantic exercise and irrelevant, but to emphasize the deep-rooted history of our indifference and callousness. The aging process has become associated with a loss of economic productivity, and a reduction in economic productivity equated with a loss in value.

That, in my opinion, is the heart and tragedy of growing old in America.

The way in which a society behaves toward its old people is an index to the naked truth about its values and principles.

We consider it a mark of the progress of our civilization that we now stand poised on the rim of the unknown to undertake to explore the vastness of our outer space.

Ladies and gentlemen, you hardy souls who survived the cocktail balls last evening, would we but dedicate the same interest, intensity, and resources to the exploration of that vast expanse, that darkness and emptiness inside the souls of our older people.

I look forward, Mr. Chairman, to hearing the witnesses who have been gathered to testify here today.

I'm hopeful that we'll be able to take the record back to Washington to emphasize the need for counseling, rather than confinement rehabilitation, rather than institutionalization, and preretirement planning rather than postretirement planning or depression.

Mr. BEARD. Thank you, Bill, very much.

I think that's a very, very inspiring statement, and it simply must be appreciated by the people that are in attendance here today.

Our first witness is a very distinguished gentleman, Dr. James MacKay, consultant in gerontology to the Alamo area, San Antonio, Tex.

Doctor, please proceed.

STATEMENT OF DR. JAMES L. MAC KAY, CONSULTANT IN GERONTOLOGY, ALAMO AREA COUNCIL OF GOVERNMENTS, ADMINISTRATION ON AGING, SAN ANTONIO, TEX.

Dr. MACKAY. Mr. Chairman, and members of the committee, I have read House bill 1118 very carefully and wish to compliment you and your staff on a truly comprehensive view of the situation.

I hope both Houses of Congress and the President approve your efforts.

The Older Americans Act has done much to alleviate some of the problems of retirement in the United States. The implementation of this act can do much to smooth out the process. I know from experience.

I started my counseling career in January 1921 when I was employed to administer psychological tests and disperse vocational information.

I retired as director of guidance of a public school system in June 1959. During that time I earned a masters degree in sociology writing on "The Effects of Home Environment on High School Behavior," and a Ph. D. on personnel and guidance from New York University.

During that same period I was elected president of a local chapter of the National Association for Mental Health and three times of a national vocational guidance association.

I attended many State and national meetings of these organizations as a member of the delegate assemblies.

In 1959, after retirement, I went to Europe and conducted seminars and/or lectures in most of the countries of Western Europe for the Commission on Parent Education of the World Federation on Mental Health.

We returned just before New Year, 1961. That was when I felt the force of the retirement syndrome. I was out of everything. I was the grand old man. I was treated with deference, too damned much deference. I heard myself referred to as a legend, and as a legend I began to grow moss. But I was still out of all responsible policymaking activity. That was when I needed counseling. It was really quite a terrible experience.

There being no other counselor at hand who understood this type of situation, I had to take myself in hand.

Two fortunate occurrences took place: The Mental Health Association asked me to make a talk to a group of predominantly black young folks who were hired by the Manpower Commission as counselors; and, second, I read an article in a mental hospital magazine which said that 50 to 90 percent of the persons committed to mental hospitals after the age of 65 were not mentally ill and needed no medical attention. There was no medical reason for them being there.

The first item led to a long-term involvement of counselor training from which developed a counselor's handbook and brought me into contact with old friends from the black community who were now interested in gerontology.

The second item acted as a challenge. I had to know why these older persons were shunted into the State hospital.

I joined every organization of older persons to which I was eligible and began a systematic study of gerontology literature.

Through the black group, I found others who were interested, and we appeared before the municipal council and asked for and received an Office of Coordinator of Senior Activities for the city of San Antonio.

I helped organize this office and became a member of its advisory staff. A few years later, I was elected as chairman of the task force to organize an administration on aging in our Area Council of Governments. I still serve as consultant to this body.

I was appointed a delegate to the 1971 White House Conference on Aging.

The 2 years we spent in preparation for this afforded me an opportunity to study many problems in depth.

At the conference, I presented a paper on "The Mental Health of the Aging" which involved a comprehensive counseling plan in line with the objectives of H.R. 1118.

The plan has been approved by both the municipal advisory committee and the area agency on aging advisory committee.

It is now before a committee appointed by the city council for the establishment of a central senior center.

I am a member of this committee.

The plan involves the churches of the city and county since they are geographically distributed so that every neighborhood will be served.

The participating churches of each neighborhood would develop programs for the elderly of the neighborhood on different days of the week and would serve all elderly, not limiting their services to their own members. Many churches of the community have approved the plan.

From each church, two elderly persons would be appointed to take training as listening and referral officers. Many older persons only need a sympathetic ear which has been trained to listen, someone to whom they can talk.

In the central office, we would have trained counselors who would be available to advise the listening and referral officers or to take over cases, whichever seemed better.

The experienced listening and referral officers could make direct referrals to community resources. The listening and referral officers might want to use their pastors in some situations, as counselors.

The central office counselors would have to be trained counselors with special training in gerontology, social agencies and community problems and resources. The office-type counselor could not do this job.

Wherever possible, services must be brought to the older person rather than involving the older person in transportation and agency routine. If the counselor came from the field of social work, he would have to be given gerontology and understand the psychological approach.

The several listing and referral officers in a neighborhood could develop united outreach activities so that recluses could be ferreted out.

Groups of churches could combine on programs, activities, nutrition, and telephone projects to avoid duplication and insure that all persons in the neighborhood were being reached.

Under the guidance and stimulation of the central office, there is no end to the services which could be offered in a neighborhood.

If the listening and referral officers learned to listen intelligently and would keep records of the types of problems presented by the clients, the central office could tabulate the needs of the community more accurately than by any other scheme I know of. These needs would be those of the rich and the poor and those of every ethnic group. Individual needs do change as the years roll by.

There are special needs to which both counselors and listening and referral officers should be alerted.

Death of a spouse is perhaps the greatest trauma. It is so final. There is nothing the grieving one can do about it. It affects every phase of one's existence.

Being moved from one's home against one's desire, as happens so frequently when people are placed into nursing homes, is another very traumatic experience. Much of the trauma can be prevented if the move can be anticipated and the interest and cooperation of the individual obtained. When persons are moved from their own homes into nursing homes or hospitals, they are usually taken from a position of decision-making to complete dependency. This may involve as much

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trauma as being taken off heroin cold turkey. At such times, trusted sympathetic peers may function well, but at other times a thoroughly qualified counselor should be available for counseling.

Retirement and the problems of retirees are changing rapidly in our society.

If the conditions of retirement can be anticipated, many of the problems could be handled in stride, and the existence of counselors for helping in critical situations could eliminate much of the withdrawal, loneliness, and exploitation now existing.

Such information is available through preretirement guidance. Excellent material is available, and some counselors are trained in its use, but people in their fifties are not conscious of the need.

To my mind, the development of preretirement training is a function of employers, trade unions, business and professional organizations and the like. National and local chambers of commerce could and should foster such programs.

Preretirement training programs would save retirees much misery and save the Federal and local governments much expense, especially in permanent care of the elderly.

The retirement years constitute a dynamic, changing period in our social attitudes and in the lives of older persons. We pass from the height of our knowledge, skill, and activity at retirement to complete dependence before we die. Professional counseling and peer counseling under professional guidance should be available as we make these changes.

H.R. 1118 presents a viable scheme to make this more possible.

To summarize then, I have had the unique experience of studying gerontology while I was experiencing it.

I have observed very carefully.

I have a wife my own age, so I have observed it very intimately.

From my observation, study and practice, I have come to the conclusions that peer counseling, which can be done mostly on a voluntary basis, with proper training and guidance from professionals, will be the most indispensable and yet the most efficient method of helping the elderly meet the problems as they grow old.

Thank you.

Mr. BEARD. Dr. MacKay, I have a few questions for you. Doctor, what would you suggest in a situation where, for example, an elderly person is in the hospital, and if the person is now being told that they will be transferred to a State facility, like a State hospital, because there's no alternative facility that can handle them because maybe of economics or what have you, how do you counsel that type of person?

What would you suggest in that area?

Dr. MACKAY. In the first place, with adequate counseling, they would not have to be told that cold turkey.

I was present one time when a very fine young man said to his mother-in-law, "Well, maw, we're moving you today," and that was a terrible experience, although she was being moved into an almost ideal situation.

She was not prepared for it.

Now, if people have been removed, if they have been placed in the hospital and then they're going to be placed in a nursing home or if

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they're being placed directly into the nursing home, we must have the attitude of rehabilitation.

Our nursing homes should stress rehabilitation.

They should not be placing them to go to die.

So the stage in nursing homes is not very great for many people because the trauma of being made completely dependent, not even being allowed to say what you want to eat or what you want to do, that is a trauma of being taken from an independent situation to complete dependency, and it's too great for most people.

But if a nursing home would have the attitude of rehabilitation, and if we can get this neighborhood counseling so that these things are brought out in the open so that they will be discussed ahead of time, we will not have that great trauma.

Mr. BEARD. You brought out a good point, Doctor, about retiring.

Most younger people think of retirement and benefits, pensions, security built up in their younger days, but I think you have struck a very sound note in your observations that middle-aged people getting close to retirement are very reluctant to hear about the process, what is going to take place when they do retire.

The fact is that they're subject in this country to some acceptance to second class treatment because of the nature of retirement, the fact that they have to live on 9 out of 10 times less than half their income, maybe even a quarter of their income.

What can we do to prepare people in this area?

Dr. MACKAY. I think we have to work through chamber of commerce, through labor unions, through the people, the employers and the labor grades, the people who can get these 48- to 50-year-old people together with their spouses.

Their spouses need to stay in training, preretirement training.

Now, that is not a very great expense.

It needs thoroughly trained counselors to do it, but if we were not—my favorite story of retirement—a farmer called his son and said:

> Son, grandpa can't work anymore. You take this piece of bread and this jug of water and this blanket * * * take him to the other side of the mountain and you make him comfortable as you can, and then you come home.

Well, when he came home and his father noticed that he was carrying half of the blanket on his arm, and he said, "Well, why did you bring home half the blanket?"

Oh, said the man. "I'm saving that for you."

Now, if we can get this attitude brought forward that if we're lucky, we're going to live a long time—we don't—we should not say you're going to get old, because that has a connotation of being obsolete, being useless.

But if we take the attitude, you may live a long time, that is a different attitude, because really it is experiencing.

It's not a finality.

It is an ongoing process.

Now, if we can get our—you might say our chambers of commerce in order to reach our employers and the labor unions interested in this, I believe we can get a preretirement training established.

It is not established now.

The places where we have good preretirement training can be counted on a couple of hands.

Mr. Cohen. Doctor, I want to say what a pleasure it is to meet a grand old man, and I won't give deference in view of your statement before.

But do you think there should be a mandatory retirement?

Should we have a system in which we have incorporated these attitudes about older people, saying they have been forcing you to retire at a specific age at which you are no longer productive?

Dr. MacKay. Yes and no.

I have been an administrator, school administrator, and I had on my faculty a woman who should have retired years before, but she had sufficient political pull to stay on that faculty.

She was a kindergarten teacher.

Now, one day she fell off the piano stool.

Another day, during a storm, one of the children ran home and she didn't even miss him, and I had to finally say to the superintendent, "I can no longer be responsible for Ms. Harris' work in the school."

Then she was removed.

But the other principal that had preceded me for 10 years had been afraid of removing her so there is a point. It is not a point in years because in that same system I had an 83-year-old aunt who was director of our kindergarten, and I said to the assistant superintendent, "Would you please check Ms. Exner and tell me if she ought to retire?"

He said, "If they were all like Ms. Exner, we would have no retirement problem."

She taught until she was almost 90.

But, you see, there are different situations.

There must be some way of taking grandpa to the other side of the mountain if it becomes necessary.

We cannot simply say, "No retirement."

We can't say, "No compulsory retirement."

Age should not be the specific criteria.

Mr. Cohen. There are a number of other questions I would like to ask you, but we do have some witnesses here to testify.

One thing: you talked about a counselor's handbook.

Do you have a copy of that at home that you could furnish to the committee?

Dr. MacKay. Well, I could get one, I think.

I think I turned it into the archives of psychology already.

My stuff is all in archives now.

Mr. Cohen. Well, we'll be interested in looking at that.

Dr. MacKay. But I think it was made for a specific purpose because these counselors, so-called counselors, they were not trained, so that this was very important for people who were working in the field without adequate supervision.

Mr. Cohen. Thank you very much, Doctor.

Mr. Beard. Thank you very much, Doctor.

[Applause.]

Mr. Beard. Our next witness will be Clemmie Solomon, director of counseling, Bowie State College, Md.

Delighted to have you, Mr. Solomon.

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APPENDIX 10

SAMPLE APPLICATION FOR FEDERAL ASSISTANCE

OMB Approval No. 29–RO218

FEDERAL ASSISTANCE

SECTION I—APPLICANT/RECIPIENT DATA

1. TYPE OF ACTION (Mark appropriate box)
☐ PREAPPLICATION
☒ APPLICATION
☐ NOTIFICATION OF INTENT (Opt.)
☐ REPORT OF FEDERAL ACTION

2. APPLICANT'S APPLICATION
a. NUMBER NA
b. DATE Year month day 19

3. STATE APPLICATION IDENTIFIER
a. NUMBER NA
b. DATE ASSIGNED Year month day 19

Leave Blank

4. LEGAL APPLICANT/RECIPIENT
a. Applicant Name : State of
b. Organization Unit : Department of Public Instruction
c. Street/P.O. Box :
d. City :
f. State :
e. ZIP Code:
h. Contact Person (Name & telephone No.)

5. FEDERAL EMPLOYER IDENTIFICATION NO. 39-6006487 W

6. PROGRAM (From Federal Catalog)
a. NUMBER 13 • 5 7 7
b. TITLE Guidance & Counseling Programs

7. TITLE AND DESCRIPTION OF APPLICANT'S PROJECT

Application for Grants, to Strengthen Guidance and Counseling Programs under P.L. 94-482, Sec. 542(b)(1).

8. TYPE OF APPLICANT/RECIPIENT
A–State
B–Interstate
C–Substate District
D–County
E–City
F–School District
G–Special Purpose District
H–Community Action Agency
I–Higher Educational Institution
J–Indian Tribe
K–Other (Specify):
Enter appropriate letter A

9. TYPE OF ASSISTANCE
A–Basic Grant
B–Supplemental Grant
C–Loan
D–Insurance
E–Other
Enter appropriate letter(s) A

10. AREA OF PROJECT IMPACT (Names of cities, counties, States, etc.)

11. ESTIMATED NUMBER OF PERSONS BENEFITING 1,000,000

12. TYPE OF APPLICATION
A–New
B–Renewal
C–Revision
D–Continuation
E–Augmentation
Enter appropriate letter A

13. PROPOSED FUNDING	
a. FEDERAL	$64,595 .00
b. APPLICANT	.00
c. STATE	.00
d. LOCAL	.00
e. OTHER	.00
f. TOTAL	$64,595 .00

14. CONGRESSIONAL DISTRICTS OF:
a. APPLICANT 2nd Cong. Dist.
b. PROJECT Statewide

15. TYPE OF CHANGE (For 12c or 12e)
A–Increase Dollars
B–Decrease Dollars
C–Increase Duration
D–Decrease Duration
E–Cancellation
F–Other (Specify): NA
Enter appropriate letter(s)

16. PROJECT START DATE Year month day 19 77 10 1

17. PROJECT DURATION 12 Months

18. ESTIMATED DATE TO BE SUBMITTED TO FEDERAL AGENCY ▶ Year month day 19 77 9 12

19. EXISTING FEDERAL IDENTIFICATION NUMBER None

20. FEDERAL AGENCY TO RECEIVE REQUEST (Name, City, State, ZIP code) U.S. Office of Education Bureau of Elementary & Secondary Education, Division of State Educational Assistance Programs, 400 Maryland Ave., SW, ROB-3, Room 3010, Washington, D.C. 20202

21. REMARKS ADDED ☐ Yes ☒ No

SECTION II—CERTIFICATION

22. THE APPLICANT CERTIFIES THAT ▶

a. To the best of my knowledge and belief, data in this preapplication/application are true and correct, the document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is approved.

b. If required by OMB Circular A-95 this application was submitted, pursuant to instructions therein, to appropriate clearinghouses and all responses are attached:

		No response	Response attached
(1)		☐	☐
(2)		☐	☐
(3)	None	☐	☐

23. CERTIFYING REPRESENTATIVE
a. TYPED NAME AND TITLE
b. SIGNATURE
c. DATE SIGNED Year month day 19 77 9 8

SECTION III—FEDERAL AGENCY ACTION

24. AGENCY NAME Instruction
U.S. Office of Education

25. APPLICATION RECEIVED Year month day 19

26. ORGANIZATIONAL UNIT

27. ADMINISTRATIVE OFFICE

28. FEDERAL APPLICATION IDENTIFICATION

29. ADDRESS

30. FEDERAL GRANT IDENTIFICATION

31. ACTION TAKEN
☐ a. AWARDED
☐ b. REJECTED
☐ c. RETURNED FOR AMENDMENT
☐ d. DEFERRED
☐ e. WITHDRAWN

32. FUNDING	
a. FEDERAL	$ .00
b. APPLICANT	.00
c. STATE	.00
d. LOCAL	.00
e. OTHER	.00
f. TOTAL	$ .00

33. ACTION DATE ▶ Year month day 19

34. STARTING DATE Year month day 19

35. CONTACT FOR ADDITIONAL INFORMATION (Name and telephone number)

36. ENDING DATE Year month day 19

37. REMARKS ADDED ☐ Yes ☐ No

38. FEDERAL AGENCY A-95 ACTION

a. In taking above action, any comments received from clearinghouses were considered. If agency response is due under provisions of Part 1, OMB Circular A-95, it has been or is being made.

b. FEDERAL AGENCY A-95 OFFICIAL (Name and telephone no.)

Application for Federal Assistance --
State of Guidance and Counseling Programs
P.L. 94-482, Title III, Part D

PART II

1. **Needs to be met by the proposed activity:**

   1.1 Expanded continuing education opportunities and experiences for school counselors.

   1.2 Improved and increased assessment activities to better determine the needs and effectiveness of school counseling and guidance programs and personnel.

   1.3 Expanded efforts to identify and disseminate information about promising practices in staffing and conducting elementary and secondary school counseling and guidance programs.

   1.4 Improved coordination among counseling and guidance activities supported in part or in total by Federal programs and administered by the SEA.

   1.5 Expanded efforts to improve pre-service training of school counselors through cooperative activities with counselor trainers and institutions.

   1.6 Provision of in-service training opportunities for supervisors of school counselors in order to improve supervisory knowledge and skills.

   1.7 Additional assistance for SEA staff in planning, implementing and evaluating leadership and supervisory activities and services to strengthen and expand counseling and guidance programs at the elementary and secondary school levels.

   1.8 Improved communication between representatives of LEA counseling and guidance personnel, university trainers of school counselors and SEA counseling and guidance staff.

   1.9 Continued cooperative efforts between SEA counseling and guidance staff with school counselors' professional organizations for the further enhancement of the profession.

2. **Objectives to be attained by the proposed activities:**

   2.1 The number and variety of continuing education experiences for school counselors will be increased by at least 25% over the 1976-77 school year. (Need 1.1)

   2.2 At least one major, statewide research effort will be planned and conducted regarding the status of school counseling and guidance programs and personnel in the state with wide dissemination of the findings and recommendations. (Need 1.2)

   2.3 The SEA will continue to encourage and communicate to LEAs information on counseling and guidance program and staff assessment techniques and at least ten LEAs will be provided extended assistance in this area. (Need 1.2)

   2.4 The SEA will continue to collect and disseminate information about promising practices in staffing and conducting elementary and secondary school counseling and guidance programs. This will include the establishment and maintenance of a data bank on these promising practices. (Need 1.3)

2.5 The SEA counseling and guidance staff will identify and study the various sources of funding which support counseling and guidance activities and prepare a written plan as to how coordination of these activities could be achieved including the identification of strategies to communicate more information about these programs to counselors at the LEA level. (Need 1.4)

2.6 At least one, and preferably two, meetings of representatives of school counselor training institutions in the state with members of the SEA counseling and guidance staff and selected LEA personnel will be planned and carried out for the purpose of examining in-service and pre-service needs of school counselors in the state and the implications of same with regard to curricula, selection, retention, outreach activities, etc., at the training institutions. (Need 1.5)

2.7 At least three (of a total of nine) counselor training programs will be visited by the SEA counseling and guidance staff to review and evaluate the preparation program for school counselors. An approved status will be determined by the staff. (Need 1.5)

2.8 At least one, and preferably three, in-service training activities for LEA supervisors of school counselors on the matter of supervision will be planned and carried out by the SEA counseling and guidance staff. (Need 1.6)

2.9 A unique doctoral level internship in counseling and guidance will be established at the SEA level in cooperation with the University of The intern will work under the supervision of the SEA staff and will assist in carrying out the program activities described in this application. (Need 1.7)

2.10 An ad hoc advisory committee of not less than seven representatives of LEA counseling and guidance personnel and University trainers of school counselors will be identified and will meet with the SEA staff at least three times during the program year. (Need 1.8)

2.11 The SEA counseling and guidance staff will provide appropriate assistance, leadership and service to school counselors' professional organizations as may be requested and time is available. This will include serving in advisory capacities on the governing bodies of said organizations. (Need 1.9)

3. **Activities to be carried out with the available funds:**

3.1 Workshops, conferences and meetings related to program needs and objectives. Funds will be used to cover costs of materials, supplies, consultants, travel, on-site meals and lodging, etc.

3.2 Research, publication and dissemination activities related to program needs and objectives. Funds will be used to cover costs of conducting and analyzing research; publishing monographs, reports, brochures, etc., and dissemination efforts.

3.3 Salaries of consultants, a doctoral intern and other limited term employees to carry out assignments related to program needs and objectives. Funds will be used to cover costs of salaries, travel, personal expenses and office housing needs associated with assigned responsibilities.

3.4 State directed projects designed to expand and/or strengthen counseling and guidance programs at the elementary and/or secondary school levels. Funds will be used to cover costs of personnel, materials, supplies, incidental expenses, data processing and dissemination associated with developing and carrying out these projects.

3.5 Meetings of an ad hoc advisory committee to advise the program staff regarding activities to be carried out under the program. Funds will be used to cover costs of per diem, materials, travel, etc.

4. **Program staff and other resources to carry out the activities:**

4.1 Two supervisors of counseling and guidance one program administrator (25%) at the SEA level.

4.2 One full-time secretary.

4.3 Part-time consultative and program assistance as may be necessary.

4.4 Data processing, publications and technical assistance as may be necessary from the SEA.

4.5 One doctoral intern in counseling and guidance.

4.6 An ad hoc advisory committee of not less than seven representatives of LEA counseling and guidance personnel and school counselor trainers.

KEY PROJECT STAFF

The Competency-Based Career Guidance Module Series was developed by a consortium of agencies. The following list represents key staff in each agency that worked on the project over a [illegible] year period.

The National Center for Research in Vocational Education

Harry N. Drier	Consortium Director
Robert E. Campbell	Project Director
Linda A. Pfister	Former Project Director
Robert Bhaerman	Research Specialist
Karen Kimmel Boyle	Program Associate
Fred Williams	Program Associate

American Institutes for Research

G. Brian Jones	Project Director
Linda Phillips-Jones	Associate Project Director
Jack Hamilton	Associate Project Director

University of Missouri-Columbia

Norman C. Gysbers	Project Director

American Association for Counseling and Development

Jane Howard Jasper	Former Project Director

American Vocational Association

Wayne LeRoy	Former Project Director
Roni Posner	Former Project Director

U.S. Department of Education, Office of Adult and Vocational Education

David Pritchard	Project Officer
Holli Condon	Project Officer

A number of national leaders representing a variety of agencies and organizations added their expertise to the project as members of national panels of experts. These leaders were—

Ms. Grace Basinger
Past President
National Parent-Teacher Association

Dr. Frank Bowe
Former Executive Director

Ms. Jane Razeghi
Education Coordinator
American Coalition of Citizens with Disabilities

Mr. Robert L. Craig
Vice President
Government and Public Affairs
American Society for Training and Development

Dr. Walter Davis
Director of Education
AFL-CIO

Dr. Richard DiEugenio
Senior Legislative Associate
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House Education and Labor Committee

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Dr. Jack Myers
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American Enterprise Institute

Mr. Reid Rundell
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General Motors Corporation

Mrs. Dorothy Shields
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American Federation of Labor/Congress of Industrial Organizations

Dr. Barbara Thompson
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Wisconsin Department of Public Instruction

Ms. Joan Wills
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Employment and Training Division
National Governors' Association

Honorable Chalmers P. Wylie
Congressman/Ohio
U.S. Congress

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Competency-Based Career Guidance Modules

CATEGORY A: GUIDANCE PROGRAM PLANNING
- A-1 Identify and Plan for Guidance Program Change
- A-2 Organize Guidance Program Development Team
- A-3 Collaborate with the Community
- A-4 Establish a Career Development Theory
- A-5 Build a Guidance Program Planning Model
- A-6 Determine Client and Environmental Needs

CATEGORY B: SUPPORTING
- B-1 Influence Legislation
- B-2 Write Proposals
- B-3 Improve Public Relations and Community Involvement
- B-4 Conduct Staff Development Activities
- B-5 Use and Comply with Administrative Mechanisms

CATEGORY C: IMPLEMENTING
- C-1 Counsel Individuals and Groups
- C-2 Tutor Clients
- C-3 Conduct Computerized Guidance
- C-4 Infuse Curriculum-Based Guidance
- C-5 Coordinate Career Resource Centers
- C-6 Promote Home-Based Guidance
- C-7 Develop a Work Experience Program
- C-8 Provide for Employability Skill Development
- C-9 Provide for the Basic Skills
- C-10 Conduct Placement and Referral Activities
- C-11 Facilitate Follow-through and Follow-up
- C-12 Create and Use an Individual Career Development Plan
- C-13 Provide Career Guidance to Girls and Women
- C-14 Enhance Understanding of Individuals with Disabilities
- C-15 Help Ethnic Minorities with Career Guidance
- C-16 Meet Initial Guidance Needs of Older Adults
- C-17 Promote Equity and Client Advocacy
- C-18 Assist Clients with Equity Rights and Responsibilities
- C-19 Develop Ethical and Legal Standards

CATEGORY D: OPERATING
- D-1 Ensure Program Operations
- D-2 Aid Professional Growth

CATEGORY E: EVALUATING
- E-1 Evaluate Guidance Activities
- E-2 Communicate and Use Evaluation-Based Decisions

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Old Mansfield Road, Wooster, Ohio 44691-9050. 1-800-321-9881 or in Ohio call (216) 264-6666.

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ISBN 0-934425-07-1